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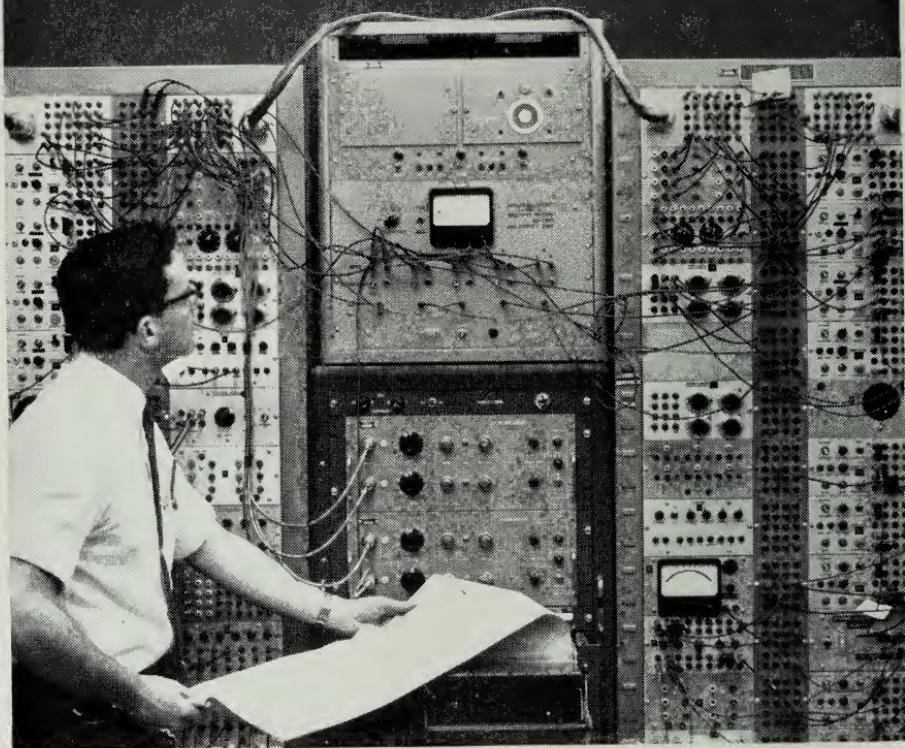
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**CANADIAN GENERAL ELECTRIC**

# VARSITY GRADUATE

Volume Ten

Number One

December 1962



## THE COVER

H.R.H. Prince Philip delivers his address after declaring stone for Massey College to be well and truly laid. Behind him are the Rt. Hon. Vincent Massey and the Master, Dr. Robertson Davies. Photo by Ron McLeod of Gilbert A. Milne Co. for the British Information Service.

(See page 61)



Wearing the G-suit which will keep him from blacking out despite terrific pull of centrifugal force, Astronaut Alan B. Shepard, Jr., prepares for a training session on U.S. Navy centrifuge. For the story of Varsity's contributions to both his suit and machine see pages 13 and 20.

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*Editor*

KENNETH S. EDEY

*Information Officers*

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**Illustrations:** The President, right, joins our photographic staff this issue with pictures on pages 35, 39, 41, 44, 45, 46, 47 and 50. The Chinese People's Republic, 30, 31, 36, 38, 42, 43, 49, 52, 53, 54; Bob Lansdale, 6, 14, 15, 16 top, 25, 26, 27, 28, 29, 56, 61, 62, 65, 66 top, 67 bottom, 69, 70, 72, 73, 74, 75, 76, 77, 80, 81; Jack Marshall, 63, 66 bottom; Ron McLeod of Gilbert A. Milne, 64; Ken Bell, 67 top; National Aeronautics and Space Administration, 16 bottom; Art Green, 19; Royal Canadian Air Force, 20; Panda, 58.

Those listed above comprise the director and staff of the University's Department of Information. Other periodicals published by this department: VARSITY NEWS, in October, December, February and April for graduates and former students; STAFF BULLETIN, monthly from October to March.

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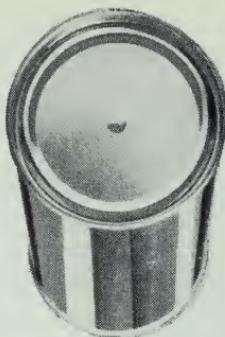
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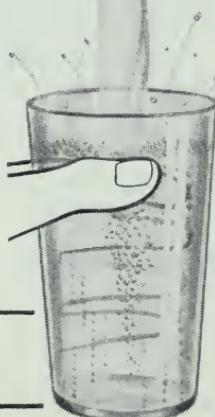
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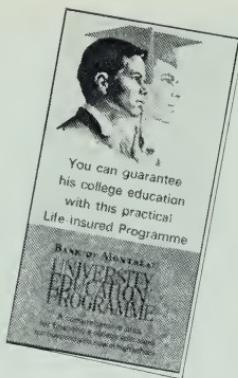
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DR. WILLIAM B. WIEGAND is a member of Varsity's 1962 Golden T Class. He took his B.A. in Chemistry and M.A. in Physics at Toronto—won international attention and the Colwyn Medal of the Rubber Industry for his pioneer work in rubber compounds—then turned to study of the Classics (an M.A. in Greek at Columbia) and of Theology. As stated in the citation for his honorary Doctorate of Laws from Toronto, "he has concerned himself successively with Nature, Man and God."

Above: Dr. Wiegand was photographed with Dr. F. C. A. Jeanneret, the Chancellor, just before he stepped on the stage of Hart House Theatre to deliver this year's Alumni College Lecture.

For those who would like to write to him, Dr. Wiegand's postal address is Bernardston, Mass., U.S.A.

## *Dr. Wiegand's*

MY THEME is the plight of the West, the encounter of science and faith, and a vision for Varsity. Thanks to science, our standard of living is softer than ever. We live longer, eat more, smoke more, drink more. We run less, ride more, stand less, sit more, save less, spend more. We sing and pray less, divorce more. To the other two thirds of the world, our image is bright in technology—in our triumphs over nature, disease and poverty, but not so bright in our collective human relationships. "All ages have sung of arms and the man, but we have effected simultaneously the deterioration of the man, and the fantastic perfection of the arms."

This is Gilbert Chesterton writing in 1905! Perhaps even more relevant, today?

Is this decline due to extremes of Nationalism? Toynbee says Yes. We of the West, he argues, having abandoned the Judeo-Christian tradition, now have as our god, Collective Man: we are Man worshippers. He even calls Nationalism the dominant religion of the West. This does seem rather strong language!

Religion has been defined as what a man does with his solitariness. It has also been defined as the dimension

Is there a place where conditions favourable to a new understanding between science and faith may be found?

# Vision for Varsity

of depth, or of ultimate concern. Take a homely example. You are in the slough of despond, late at night. Everything has gone wrong; the world is against you. You are at loggerheads with your own family. You are lonely, solitary. You are in a state of extreme concern, in the depths. Now, surely, is the time for religious consolation! . . . Are you going to climb out of bed, stand up stiffly, and sing the "Maple Leaf Forever" or "The Star Spangled Banner"? I doubt it! But have we any better clues than nationalism? I should say Yes.

"The Greeks and The Irrational" is a book by E. R. Dodds, Regius professor of Greek, at Oxford, which shows that the failure of Greek civilization after the third century, B.C. followed the apotheosis of Rationalism. He quotes from Aristotle: "We should reject the old rule of life that counselled humility, for man has within him a Divine thing, the intellect." Further, their ancestral religion, says Dodds, had become only a social routine. Above all, they ignored and neglected the power, the wonder, and the peril of the nonrational depths in human nature. Dodds concludes that we are in a similar case today. We too have deserted our ancestral faith, and

we have neglected our nonrational self.

I would accept this view. But what is this Nonrational?

It's the bubbling cauldron in our depths. Mostly submerged and out of sight—like an iceberg—it's the fundamental element in our makeup. It's responsible for how we feel, it's the repository of our evolutionary memories, our predispositions, loyalties, treacheries, and, in large part, of our faith. It retains the basic drives of our mammalian ancestors: self-preservation and propagation, the love of play, of hunting, a father's defence of his lair, a mother's willingness to die to save her cubs, the impulse to defend our friends, to slay our enemies, and to take a nice long snooze after a heavy meal!

It can't add two and two. It doesn't know that a straight line is the shortest distance between two points . . . but it does seem to know that a curved line is much the most attractive distance between two points!

Our Nonrational cannot reason or talk, but it understands and reacts to symbols.

What, then, are Symbols?

Let's start with signs, then signals, then symbols. A sign is a notice, say on the roadside: "Lipton's Tea". A signal is a sign that gives you direc-

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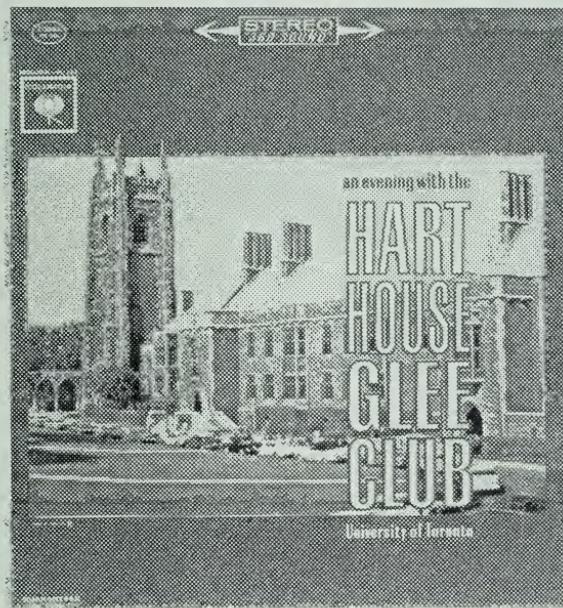
tions, for example a red or green traffic light. A symbol? That's different; deeper, durable, more momentous. You could call it a visible sign of something vastly more significant that is invisible. In addition to pointing to something else, symbols participate in it. The Union Jack, the Stars and Stripes participate in the power and dignity of the nation. An attack on its flag is fiercely resented. Symbols open up new levels of feeling. Pictures, poems, music, (a hymn you sang as a child, or the one your mother liked best)—these unlock new dimensions. Symbols cannot be invented. They cannot be destroyed by scientific criticism.

Take the human heart, a universal symbol, the seat of feelings and emotions. A young swain writes to his best girl—"Sweetheart, my heart aches for you." Then he meets a classical scholar who points out that from Homer's time, the seat of strong feelings was the diaphragm. Even today, people under sudden stress feel butterflies in that region. Then he meets Dr. Wilder Penfield, who proves to him that all emotions produce electrical currents in the brain. It is the head—not the heart or diaphragm—which is the seat of the emotions. Now the rational thing for this young man to do is to compromise—give some weight to each opinion. But, will he do it? Will he change his symbol? Will he say "Sweet diaphragm, my head aches for you?"

Symbols are durable; the world's higher religions have outlasted all secular institutions. And besides being

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the language of our Nonrational, symbols are also the language of faith. Bonnie is our big, black Newfoundland dog. I love and trust her, and she has faith in me. We are happy when we take long walks together in the countryside. Not a word is spoken, but there is constant awareness between us. She is only a big bundle of nonrationalism. But to me she is also an image of the loyal and understanding companion our own Nonrational self can be, when warmed at the fireside of faith.

Faith has no language other than symbols. How does this come about? The reason is that we are creatures of time and space; our experience is finite and so, too, our language. Thus we are compelled to use figures of speech. Symbolic language is our only way to express the ultimate. Every basic symbol of our faith is a bridge to take us across from the temporal to the eternal.

Some years ago, my wife and I were in the Bahamas, on a small island off the beaten track. We stayed with a native family, met the visiting American missionary, and were invited to the Sunday morning service. The Eucharist was celebrated. The bread consisted of tinned biscuits. The wine was a bottle of Coca Cola. The chalice was a paper cup. It was the most moving Eucharist we had ever observed: the light in the faces of the Islanders, the ring of the hymns they sang! To these simple folk, the earthly, temporal side of the Eucharist symbol meant little. Their faces were turned

(Continued on page 82)

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# VARSITY GRADUATE

Professor W. R. Franks and Professor Gordon Patterson receive fresh recognition from their peers—and, in the United States, a ceremony recalls one of Varsity's most unusual benefactors

## Space-Age Achievements

LOGBOOK ENTRIES by two University of Toronto divisions this year are significant in any appraisal of what Varsity is doing to help man push his frontiers beyond land, sea and air:

*Banting and Best Department of Medical Research:* Professor W. R. Franks, "a true pioneer of the Space Age", receives the Eric Liljencrantz Award of the Aerospace Medical Association;

*The Institute of Aerophysics:* Work starts on the program for the Fourth International Symposium on the mechanics of rarified gases and plasmas. With the Institute as host and its director, Dr. Gordon Patterson, as chairman, the symposium will bring 800 space scientists to Toronto in 1964.

The Symposium's theme will be re-entry physics—scientists' shorthand for one of the great hazards in space travel. Dozens of ships and thousands of sailors and airmen will not always be available to pluck returning astronauts from the sea. Spaceships bringing explorers back from the moon, and beyond, must be landed at airports much as conventional aircraft are now.

Toronto gets the 1964 meeting because Varsity, along with the University of California, was among the first to tackle the awe-inspiring problems in this field. Chief sponsor of the Fourth Sym-



Professor Gordon Patterson, *left*, talks with Professor J. Tuzo Wilson about his plans for world meeting of aerospace scientists. Professor Wilson was the key international officer in planning for the International Geophysical Year. This photograph was taken at 4.30 p.m. on October 3, when the University inaugurated the most powerful research computer in Canada. As they spoke, 10 "brains" just like Varsity's new machine were at work around the world plotting Astronaut Schirra's re-entry into Earth's atmosphere. The subject of Professor Patterson's symposium will be "Re-Entry Physics".

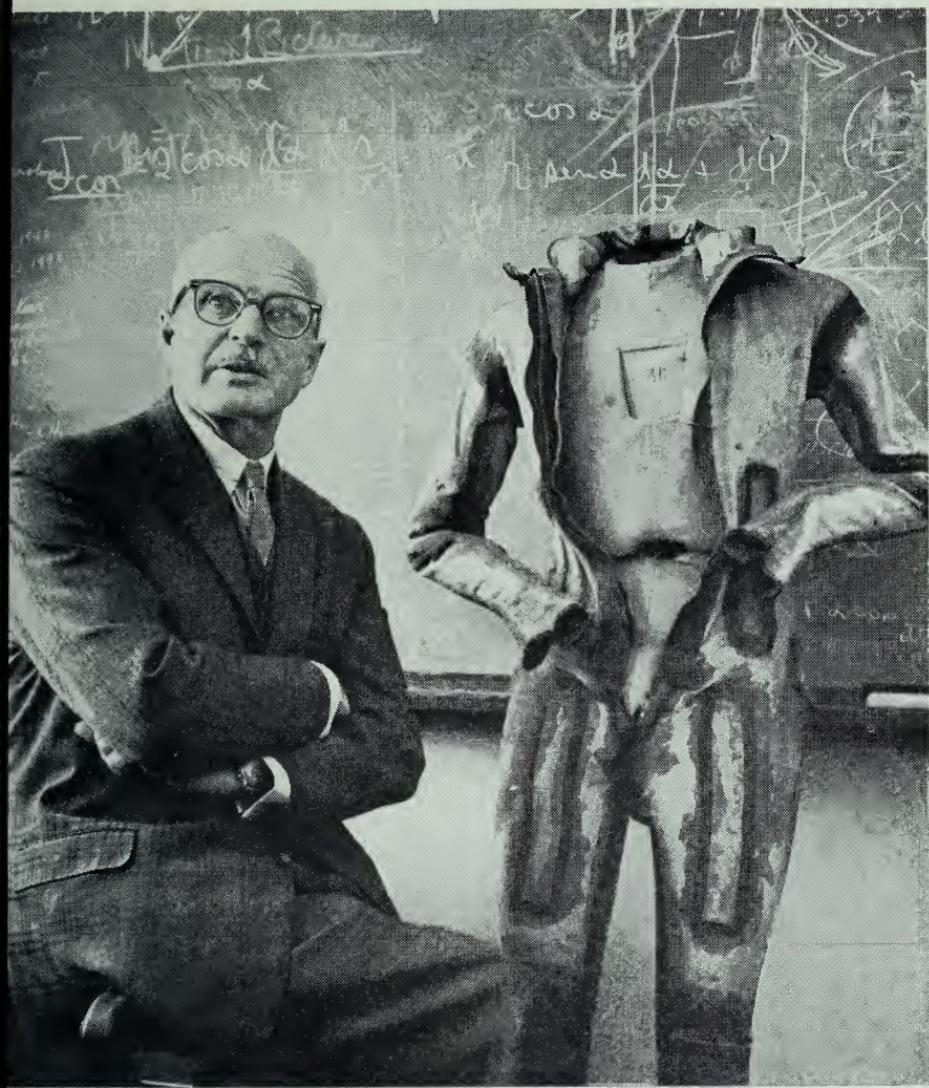
posium is NASA (the National Aeronautics and Space Administration, U.S.A.). A co-sponsor is IUTAM (the International Union of Theoretical and Applied Mechanics).

The symposiums are held biennially. At the first three—two in France and one on the University of California's Berkeley campus—the U.S.S.R. was represented but made no contribution. Because of the good relations Varsity staff people in various fields have

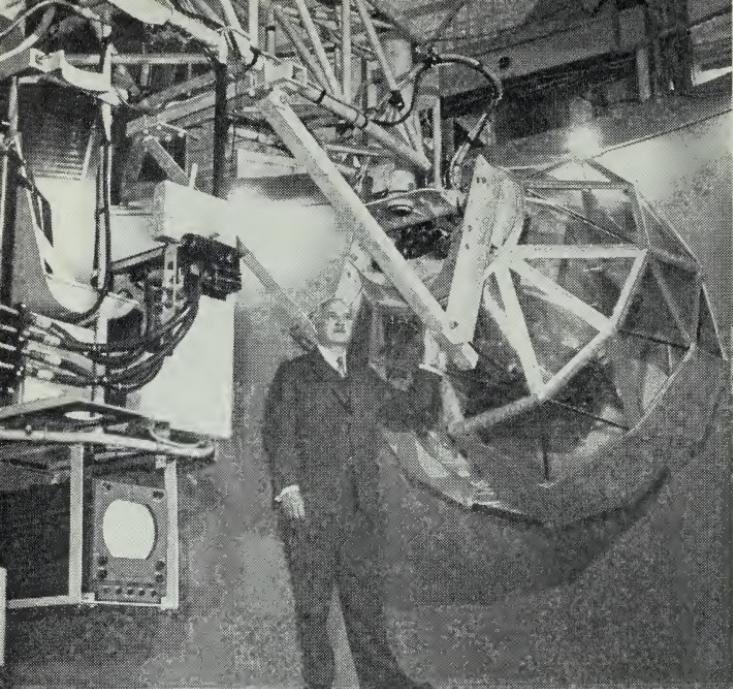
established with their Russian opposite numbers, Dr. Patterson hopes Russian scientists will take active roles at Toronto.

The Institute of Aerophysics is busy with six satellite research projects sponsored by U.S. funding agencies and Canada's Defence Research Board. Indirectly as well as directly, its influence is being felt far afield.

For example, in the Barbados, Dr. Gerald V. Bull has reached an exciting

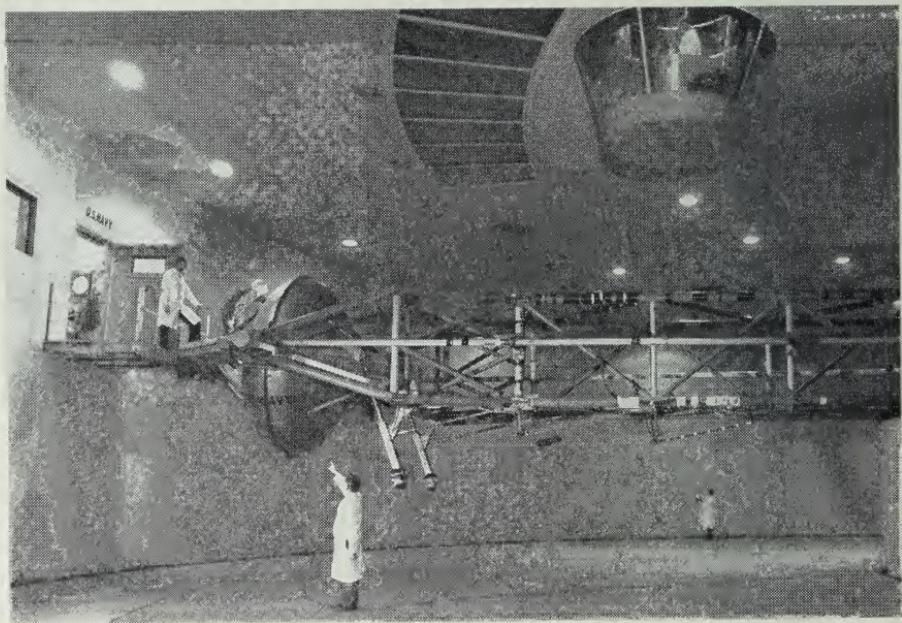


A new portrait by Bob Lansdale of Group Captain William R. Franks, O.B.E., LEGION OF MERIT U.S.A., M.A., M.B.; Professor in the Banting and Best Department of Medical Research at University of Toronto; Scientific Advisor in Aviation Medicine, Institute of Aviation Medicine, Royal Canadian Air Force. Beside him, standing as though it has a life of its own, is the Franks Flying Suit.



Dr. Franks is seen with the Toronto centrifuge at left. Still in constant use, it is helping with many projects. One of these is a study of the mental effects of high-G forces.

Below: the U.S. Navy centrifuge on which Astronauts do their training.



stage of his experiments in firing space probes by guns instead of rockets. This young scientist is a Varsity graduate in Aeronautical Engineering who took his doctorate at the Institute and then joined Defence Research Board. He is now a professor at McGill University.

Results achieved with a 4-inch gun by Dr. Bull and his team last spring seemed to justify tests with heavier armament. In September the reinforcements—two big guns—arrived by landing craft. One was a 16-inch World War I veteran which the Institute of Aerophysics had obtained from the United States Navy and then had shipped to the U.S. Army Ordnance depot at Watervleit, N.Y., to be smooth-bored. The Institute has loaned the gun to McGill for two years.

In September, too, the 320-pound Alouette, a creation of the Defence Research Board, was fired into orbit by an American rocket from the Vandenberg base in California. As its strong signal began coming in with new information about the ionosphere, U.S. space authorities said Canadian scientists and engineers need doff their bonnets to no man: their satellite matched in complexity anything yet put into the sky.

One reason for Alouette's success was the 150-foot antenna it sprouted 600 miles above the earth. Supervising the antenna's design, Dr. Philip A. Lapp of DeHavilland Aircraft sought reassurance on its dynamics of extension—how would it behave in the critical period of emergence from

the satellite? Was there a chance it might wind up, kink, or even break? He turned to the Institute's Professor Bernard Etkin for advice and the answer came back, "All calculations point to a perfect performance."

The sequel to this study is a much more ambitious investigation for the U.S. Air Force. Could antennas be used to keep a satellite facing in the right direction for the job in hand? The layman's simile that the antenna might serve as a kind of rudder or aileron does not hold for the empty heavens where there is neither water nor air to bite into. Quite different principles are involved and—in time—Professor Etkin hopes to find the answer.

#### *The Eric Liljencrantz Award*

The Aerospace Medical Association award to Dr. Franks was made in Atlantic City. When he stepped forward to receive his trophy, the chairman whispered "It's heavy—don't drop it".

"I almost did!" Dr. Franks said later. Modelled after Colonel Glenn's Friendship 7 spacecraft, it weighed 14 pounds.

The relationship of Dr. Franks and the Mercury Astronauts goes far beyond the contours of this trophy.

*Item:* As his great bird approaches the fantastic speed which will tear him free from earth, an astronaut must survive a pull of more than seven times his own weight. He does this, and remains conscious and alert, with the help of his G-suit. The experience holds no terror because

centrifugal force is an old antagonist he has learned to fight in a whirling gondola a few feet from the ground.

*Item:* Twenty-two years ago, as part of his war effort, Dr. Franks created the world's first G-suit and tested it on himself. Then he and colleagues at the University of Toronto designed and built a centrifuge a man could ride. It was the first on the Allied side. Years later, when the U.S. Navy built the machine on which astronauts train, Dr. Franks was a consultant.

The design of Dr. Franks' trophy, said Dr. Charles A. Berry recently, "is symbolic of the rich background knowledge which his numerous aerospace medical research accomplishments have contributed to manned spaceflight."

Dr. Berry is Chief of the Aerospace Medical Operations Office at the Manned Space Center in Houston, Texas. He was one of many scientists who paused from labours for Project Mercury—or Gemini—or Apollo—to join in the Atlantic City tribute to a colleague from Canada.

Another was Dr. W. Randolph Lovelace II, chairman of the Lovelace Foundation, chairman of the awards committee for the Aerospace Medical Association, and a key figure in devising the tests used to select U.S. astronauts. He is no armchair in-

vestigator: on one occasion he tested a theory by jumping from above the seven-and-a-half mile level in 50-below-zero cold, a leap which won him the Distinguished Flying Cross. We asked him how he would relate Dr. Franks' work to the U.S. space program.

"In view of what has been accomplished in space," said Dr. Lovelace, "one hesitates to set limits for man's inventiveness and technical skill. The weak link—the great question mark—is man himself. There *are* limits to the punishment a human mind and body can absorb. Because of his achievements in this all-important research area, Dr. Franks is a true pioneer of the Space Age."

Harry Falconer McLean, who financed an early and critical stage of the flying suit investigation, did not live to see Dr. Franks receive his accolade. This flamboyant philanthropist, whose achievements as an engineer were overshadowed by the way in which he disposed of the rewards, died at 78 in his Merrickville, Ontario, home in 1960.

It was on the boardwalk at Atlantic City, a short distance from the room in which Dr. Franks was honoured, that Harry McLean once made news by *not* giving money away. A chair attendant tried to cheat him—or, at least, McLean thought the man had



HARRY MCLEAN

tried to cheat him. McLean, who was built like a heavyweight pugilist, lifted the poor fellow high in the air and threw him into the ocean.

"I have all kinds of money," McLean explained on a less-violent occasion, "and it's fun to give it away." He delighted in handing 50- and 100-dollar banknotes to nurses, airmen, and wounded war veterans. Once he presented a Halifax taxi driver with \$2,000 "for your little boy". On a memorable March day in 1944, in Windsor, he gave away \$50,000, throwing coins, banknotes, and cheques from hotel windows to madly scrambling crowds in the street below.

Only three conventional benefactions by McLean are on record. (He may have made others anonymously.) He gave \$10,000 for a nurses' residence in Digby, N.S., gave another hospital \$5,000 and—after gentle but persistent persuasion by Dr. Franks

and Sir Frederick Banting—supported the flying suit research.

Are Canadian medical discoveries still dependent on private benefactors?

"There has been one significant change since 1940," said Dr. John Hamilton, Dean of Medicine at Toronto; "now we have the Medical Research Council which stands ready to support any good idea. The only rub is how much the Council can devote to any one project. Its funds are limited."

Dr. Hamilton said the needs of Canadian medical science go far beyond grants for specific projects.

"Our great weakness lies in the fundamentals," he said. "We need to recruit and educate a great many more people who will be willing to devote their lives to research. We need buildings for them to work in. If and when we do this we would need much more money for special projects.

"A great impetus must come from somewhere if we are to catch up with smaller countries which have left us far behind. In the United States, the impetus comes from the people's representatives in Congress. U.S. medical scientists are working flat out, are giving their utmost, because Congress is pushing them.

"Last year Congress voted \$800,000,000 for the National Institutes of Health—\$100,000,000 *more* than the Institutes had set as their target. This was help on an embarrassing scale. To Congress must go much of the credit for the tremendous strides of medical science in the United States."



DR. FRANKS' TROPHY

KSE

Space-Age Achievements (II) : The test tube and the mouse  
both survived—so why wouldn't a fighter pilot?

# *The Franks Flying Suit*

IAN MONTAGNES

**I**T BEGAN in 1938, the Year of Munich. In the Banting and Best Department of Medical Research at University of Toronto, Sir Frederick Banting got his staff together for a brief but important conference.

In this photograph from archives of the R.C.A.F., Dr. Franks wears the fourth model of his famous flying suit. The picture was taken in 1941.



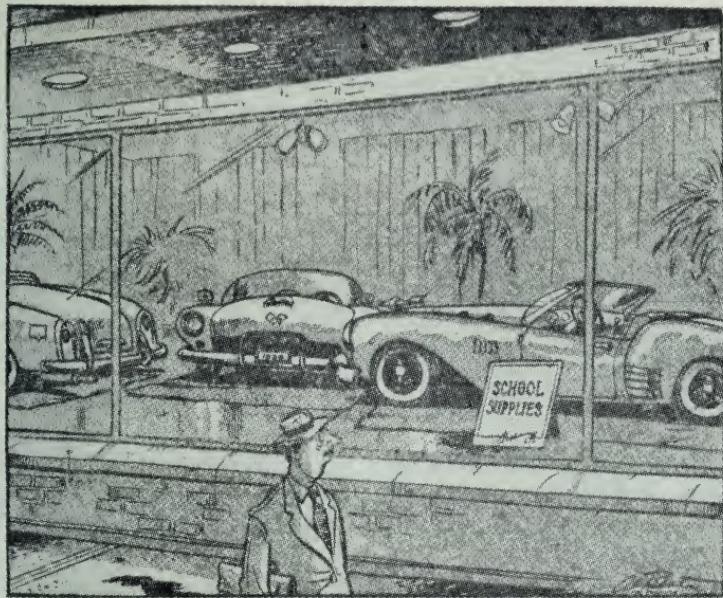
"There is going to be a war," he said; "let's get ready!"

In this context, preparing for war meant seeking out and trying to solve National Defence problems which appeared to lie in his colleagues' general areas of investigation.

The Royal Canadian Air Force—and every other force in the world—was searching for some way to protect pilots from blacking out: the centrifugal force created in pulling out of a fast dive could amount to several times the pull of gravity. At a force of seven Gs—seven times gravity—a 150 pound pilot weighs more than half a ton. His blood, heavy as iron, pools in the elastic vessels of his legs and abdomen, and his heart is not strong enough to pump it up again. Starved of blood and oxygen in the brain, the flier first loses vision, then hearing, finally falls unconscious.

Dr. William R. Franks was facing a similar problem in the laboratory. "We had been trying to develop a

(Continued on page 90)



—Beeton in *The Province*, Vancouver

## Should Cars Go to College?

T. H. B. SYMONS

A NUMBER OF STUDIES which have recently been made in both Canada and the United States indicate that there is some relationship between car driving and academic results amongst High School students. Indeed, the picture emerging from these studies is remarkably clear-cut. Broadly, those students who drive prove the poorer students, and the more often they have access to a car, the poorer their results are.

One survey made of nearly 25,000 students who are attending 35 High Schools in Canada and the United States, turned up the following facts:

(1) 17 per cent of these High School students actually own their own cars. Of this car-owning group, nearly half are in the bottom quarter of their class. Only one-eighth are in the top quarter.

(2) Most students having the use of a car, either their own, or their parents', suffer a marked drop in academic standing after they begin to drive. Of the 18 per cent who had been in the top quarter of their class the year before they began to drive, 87 per cent fell in their standing. Of the 43 per cent in the lowest quarter, a third declined still further.

(3) This survey also found that the number of times a student was able to use a car a week had, in the great majority of cases, a direct bearing upon his class standing. Thus, the percentage of students in the bottom quarter of the class varied from 19 per cent who had the car one night a week, to 61 per cent who were able to drive it seven nights a week.

While there would, no doubt, be many individual exceptions, it seems clear that car ownership, or frequent access to a car, has unfortunate academic consequences at the High School level. It might be instructive if a similar study were made at the undergraduate level of University. As it is, informal observation at half a dozen Canadian colleges and universities suggests a similar relationship between car ownership and academic performance amongst undergraduates. Deans of all but one of these colleges gave their opinion that for most students, at the undergraduate level, car ownership during the academic term has unfortunate and fairly pronounced academic consequences.

At one Hall of Residence, records have now been kept for some years, and these show a pattern which varies little from year to year. About 15 per cent to 20 per cent of the undergraduates have cars. Amongst these car-owning students, the proportion who fail or who have to write supplemental examinations is about double that of

the residents as a whole. Similarly, the proportion of car owners gaining Honours standing is consistently much below the average of the residents as a whole. Each year there are perhaps ten students in the residence who are running a car for the first time, and usually eight or nine of them show a drop in their academic standing compared to their results in previous years.

While other and varied factors will certainly have contributed to these unsatisfactory results, nevertheless they give some indication that car ownership at the undergraduate level is, in most cases, not conducive to the educational purpose for which the student is attending the university. For some students, for example those commuting daily to the University from a distance, a car may be essential. But for most students, in particular those living on or near the campus, it is rather a distraction, diverting their time and attention away from the unique opportunities for scholarly, athletic, and extra-curricular activities available to them on the campus and within the life of the University.

Observations of another sort reinforce the impression that car ownership at the undergraduate level is, in general, undesirable. This is the very evident fact that many students who are running cars cannot, in fact, afford to run them. A high proportion of the car-owning students are turning to the University and to related loan and bursary sources for financial help—usually towards the end of the academic year when their own funds have run out. At that point these students may abandon their cars, and it is difficult to refuse them the economic aid which may, by then, be essential if they are to be able to finish the year.

At one university, informal inquiries turned up the fact that over half of the students in residence who were running cars had actually sought financial help from the university during the year in one form or another, such as a loan, a bursary, or some special consideration in regard to their fees. At the same university, investigation revealed that nearly half of those students who were in arrears for their fees, were nevertheless operating cars. One may wonder how far the universities, and the public, should go in supporting such students in the manner to which they would like to become accustomed.

Aesthetic considerations and a concern for the general appearance and character of the University also suggest the desirability of some strict curtailment and regulation of parking on the campus. The car would seem to be wagging the university when, for

example, an attractive campus is turned into something that looks like a used car lot, when memorial towers become parking sheds, and when even, in some instances, college quadrangles, gardens, and playing fields are paved over to provide convenient berths for the automobile.

At nearly every university in Canada the parking problem has become a kind of monster, consuming a disproportionate amount of money, time and attention. It is not too much to say that on many campuses the automobile is now competing against the academic function of the university—and with considerable success—for the use of the limited land and financial resources which may be available.

Considerations such as these have led to the decision at most universities in Britain, including nearly all of the new universities as well as both Oxford and Cambridge, and, recently, at a number of American universities, including some of the oldest and of the newest, to exclude cars almost entirely from the campus and to regulate car ownership amongst undergraduates during the academic term. Perhaps it would now be in order for Canadian universities to consider the question "Should Cars Go to College?" There are strong academic, economic and aesthetic arguments which suggest that they should not.

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The author, T. H. B. Symons, is Dean of Devonshire House, University of Toronto. Next July, at the age of 33, he moves to a new post: President of Trent University at Peterborough, Ontario.

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# *Carl Orff and his Method*

"As Carl Orff sees it, the primary purpose of music education is development of a child's creative faculty—the ability to improvise. Orff's starting point is rhythm, most basic of the elements yet the one most likely to be neglected by many of today's music teachers. Rhythm cannot properly be taught mechanically or mathematically; it grows out of speech-patterns. Speaking and singing, poetry and music, music and movement, playing and dancing are not separate in the world of children. They are essentially one and indivisible, all governed by the play instinct. When music is taken out of this sphere, it loses its innocence and joy for the young. They are expected to master such difficult instruments as piano or violin before they have experienced music. They are taught modes and techniques of expression before they have anything to express."

*—from the writings of Dr. Arnold Walter*

CARL ORFF was preaching this new doctrine in Berlin 30 years ago. "Go back to the Greeks," he told students at his school for interpretive dancers, and anyone else who would listen; "accept the word music in the sense of its root, *mousikē*—which stood for the arts of all the Muses. At our age, music and movement, text and tune must be consciously integrated. For children, however, they form a natural unity—a heaven-sent gift, all too often destroyed by mechanical teaching."

Among those captivated by Orff's ideas was Arnold Walter, a young Austrian financing his music studies by working as music editor for the Berlin weekly *Welte Buehne*.

In 1933, the year after Walter discovered Orff and his Method, Hitler came to power. Orff closed his dancing school and turned to composing. *Welte Buehne* was crushed, its editor shipped to a concentration camp where he would die. Among members of the staff who got away was the music editor who went to Spain, England, and—in 1937—





Carl Orff, celebrated composer and remarkable music educator, accepts flowers from Paul Fitzgerald at the Faculty of Music's special course for teachers in Varsity's new Concert Hall.

came to Canada where he is now Director of the Faculty of Music at Varsity. "Orff's ideas never left me," Dr. Walter said recently. In 1953, acting for UNESCO, he prevailed on Orff—who had been coaxed back to teaching by Radio Bavaria—to take part in the first International Conference on Music Education at Brussels. And, in 1962, succeeding where many others had failed, he got him to cross the Atlantic. Orff's only engagement on this side was to lecture at University of Toronto. He was the great attraction at a two-week course in his Method which the Faculty of Music planned for a hundred music teachers. Actual enrolment was 185 with 40 per cent coming from the United States.



**1** In the Concert Hall of the Faculty's new Edward Johnson Building, Miss Doreen Hall demonstrates the Orff Method at the special summer course. In 1954, Dr. Walter arranged for Miss Hall to spend a year in Europe working with Orff and his collaborator, Miss Gunhild Keetman. Now Miss Hall uses the Method with children in the Royal Conservatory's School of Music and teaches it to teachers in the University's Faculty of Music. (In addition to its normal role as a faculty of the University, the Faculty of Music also forms part of the Royal Conservatory of Music of Toronto which, in turn, is under the University's jurisdiction.) Strong support for Dr. Walter and Miss Hall has come from Dr. Boyd Neel, Dean of the Conservatory; Dr. Ettore Mazzoleni, Principal of the School; Harvey Perrin, director of music for the Toronto Board of Education; Keith Bissell, supervisor of music in Scarborough public schools, and other educators. Spreading from Toronto, the Method is making headway in Montreal, Ottawa, and various U.S. cities. Indispensable to all of this is Orff's basic treatise, translated by Dr. Walter and Miss Hall as a labour of love.



**2** After getting her class to clap rhythmically as a group, Miss Hall has the children perform separately. A cuff-link fails to hold against one young man's enthusiasm, so there is a brief halt for repairs.



**3** At a later stage in the demonstration, Miss Hall's group uses simple instruments to reproduce a rhythmic pattern. All are carefully designed for the purpose. Toy musical instruments have no place in the Orff system of teaching.

**4** Miss Hall's place on stage is taken by Miss Barbara Hasselbach, of the Mozarteum in Salzburg where Miss Hall studied in 1954 and where she returned this year as a visiting teacher.

In the familiar pattern of university achievement there is a benefactor in the background. The cost of Miss Hall's original year overseas was paid by Roy Burroughs, who told Floyd Chalmers, long a friend of the Faculty, that he would be willing to spend \$2,000 for a scholarship of some kind.

Miss Hasselbach is first a dancer, in contrast to Miss Hall, a gifted violinist. This explains the livelier hand-clapping, *right*, and a stress on percussion instruments, *below*.



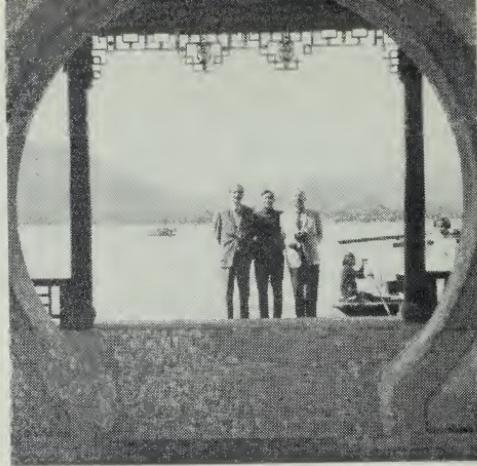


**5** When Miss Hasselbach and her class first try to combine movement with their rhythm and music, things go off the rails much to everyone's enjoyment. But confusion is short-lived as the photo right indicates.

Has dancer or musician the better background for teaching Orff's Method? The answer is that both are needed. Orff's basic tenet is that music and movement must be taught together. Children at play will recite, clap, stamp and sing. These things they also do in Orff classes where they go on to reproduce their rhythmical findings on instruments and by simple patterns of movement.

Dr. Walter hopes to see Miss Hall joined by a dancer before long.





# *Higher Education in a People's Republic*

The President is interviewed by Winogene Ferguson

**T**HE CHINESE PEOPLE'S REPUBLIC may lower its school-starting age from seven to six. But, before this happens, teachers must be trained and facilities provided for between 10 and 15 million six-year-olds!

¶ Only 2.2 per cent of China's university students take courses based on the humanities and social sciences. Thirteen years ago the figure was about 50 per cent, which remains approximately the ratio at Toronto and through most of the Western World. "Before the revolution our education was feudalistic and colonial," an official of China's Ministry of Education has explained.

¶ In spite of this official party line—that the curriculum of a traditional Faculty of Arts is appropriate for land-owners and other capitalists—the thousands in China's teacher-training institutes are concerned mainly with fundamental study in the humanities and sciences. These illustrations of the Chinese approach to education

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Above: Dr. Claude Bissell in Peking. Facing page: With Geoffrey Andrew and a Chinese host at Hangchow, which the Chinese say is the next thing to Heaven.

and the astronomical number of youngsters whose thinking is being shaped by it were given by Dr. Claude Bissell after his return from a month in the Orient.

Referring to the red-carpet treatment he was given, the President said he felt this reflected the traditionally high respect that the Chinese have for education and educators. "And yet in retrospect," he said, "I have the impression that China's best minds are not in university posts, certainly not as administrators."

Chinese students have problems in learning that would be foreign to western experience. For example, a Canadian teacher in China told him of a talk she had had with a student who was doing poor work. She learned that the girl never concentrated on the immediate question in class. In her desire to save face, she was always looking ahead to the next one."

An insistence on self-criticism was a motif which the President encountered everywhere:

"After every discussion, our hosts would say, 'Now, criticize what you have seen here'. To them, criticism usually means self-analysis for failure to reach the accepted goal. It is different from our Western concept. Usually we would politely decline."

#### *The tragedy of isolation*

"The impact of contemporary China on the visitor is immense and pervasive," Dr. Bissell said. "It is partly the extent of the country, the massing of the people, but it is above all the consciousness of a deep, massive cul-

ture which lies across the course that we must go."

"Scholars," he continued, "will no doubt determine the extent to which Chinese Communist isolation is self-chosen and the extent to which it is imposed from without. But whatever the cause, I am driven irresistibly to the conclusion that that isolation is a great and terrifying force in the world today."

All the President saw of China's war machine were a squadron of modern jet fighters at an airport, and soldiers on leave. Fighting on the Indian border was in the skirmishing stage at the time of his visit; one of his Chinese hosts described this as "a desperate Indian attempt to keep at bay the triumphant Chinese gospel".

#### *The lack of enjoyment*

The City of Canton, the President said, was a vast essay in gloom and despair. "I speculated on the quality of desolation that pervaded the cities," he continued. "It was not simply the drabness and greyness; sections of Toronto are just as drab and grey. It was something in the movement of the people—a lack of curiosity and enjoyment. The answer may well have been in the absence from the streets of visitors there simply to enjoy the sights and sounds and to make unnecessary purchases. These are the people who create a good deal of the atmosphere of any city."

Our conversation took place on a Saturday afternoon at the President's home in Rosedale. I arrived armed with the photographs which appear in

these pages: they served admirably as *aides-mémoires*.

### *The invitation*

Dr. Bissell's companion in China was the executive director of the Canadian Universities Foundation, Geoffrey Andrew. Eighteen months before, both had met Chinese officials visiting Canada with the Chinese Classical Theatre of Peking. Soon afterwards they were invited to make the trip as guests of the Chinese Government and were asked what they would like to see. The answer was "universities, art galleries, the theatre, schools—and perhaps some industry."

These wishes were met in the grand manner. The Canadians enjoyed a rich diet of theatre and other arts in Peking and Shanghai, inspected a number of universities, colleges and institutes in these cities and in Canton, Hangchow and Wuhan.

They met Chairman Mao Tse-tung, Premier Chou-En-Lai, and the President had a long talk with Marshal Chen Yi, the Foreign Minister. They also met two other powerful members of the hierarchy whose names are seldom heard in Canada. One was Liu Shoo-Chi, chairman of the People's Republic of China. Dr. Bissell described him as looking like the intellectual theoretician he is—"grey hair, deferential, yet quietly self-assertive, like the Dean of one of the more affluent professional faculties."

The other was Chu Teh, Chairman of the Standing Committee of the National People's Congress. "Chu Teh," said the President, "has a stocky body

"Inevitably, political and international topics would come up during my visit to China. When this happened, I found myself talking across a huge chasm, my own words echoing emptily in space. My Chinese friends—polite, infinitely tolerant of what they looked upon as my naïve Western convictions—live in a world of wild melodrama in which the United States Government is committed to a reckless policy of aggression and conquest...."

"But, in the universities, I found myself at home with scholars and administrators...."

*—from an address by Dr. Bissell  
to the graduating class of St.  
Lawrence University, Canton, N.Y.*

and a broad face with a flattened nose. He reminded me of a retired prize-fighter who had managed to retain his wit and cheerfulness."

The Ministry of Education provided figures which would help Dr. Bissell to relate education in China to other countries and to the past:

¶ Now in school are 80 per cent of China's school-age children (those seven or over) compared with 20 per cent before 1949.

¶ For every 10,000 of population, China has 13 university students, Japan has 73, the Soviet Union 107, Canada 150, the United States 180.

¶ Since 1949, primary school enrolment in China has grown from 24 to 90 million, secondary school students from 1,270,000 to 14 million, and university students from 117 thousand to 850 thousand.

"The figures show that the achievement is modest when measured against more advanced countries," he said, "but overwhelmingly great when

measured against the record of the old regime. Of course, one should accept the fact that not all of those attending school are receiving the kind of an education they should."

The figures for teaching staffs also tell a story of extraordinary advance, the President observed. Here the increase since 1949 has been from 17,000 to 135,000 in higher education. About 60 per cent, however, are junior assistants.

Primary school teachers number about 2,500,000.

*Is there still a teacher problem?* "Indeed there is," said the President, "and they are meeting this very boldly. More than a quarter of their 750 higher-education institutions are what we would call teacher-training institutions, although not in the narrow, pedagogical sense we sometimes use. Students who attend are destined, not only destined but directed, towards a teaching career. They get what seems to be a fairly fundamental education in the humanities and sciences.

"On the university level I don't see how they will solve their problem. They send some of their people to Russia and other 'socialist countries' for advanced study but have no thoroughly organized graduate schools of their own. I think they realize that unless they find some way to release their pent-up reservoir of potential teachers—the large number of staff people who are no more than assistants to the professors now—the universities will suffer greatly."

*The future?* "Well, they're a little cagey about talking of the future,"

said the President. "In education as in every other area in modern China, they are engaged in a period of stock-taking, of self-analysis and introspection. I think they will move ahead at the primary school level. But, because of the state of the economy, China sees a need for able-bodied men and women as workers for the next few years at least. Much emphasis is being placed on the future of part-time education and on the use of educational television."

## *The self-contained community*

*Let us turn to some pictures [I suggested] and start with one you took yourself.*

Perhaps not one of my best efforts [said the President]. This is the University of Wuhan and the gentleman you see is the vice-president, standing on the balcony of the administration building. In the familiar Chinese pattern he was attractive and a generous host.

Wuhan, once three cities clustered around the Yangtse River, is very large, with heavy emphasis on steel production. As you see, the buildings of the university are rather traditional in style. Those being put up now are somewhat utilitarian and factory-like in appearance. The university has a beautiful setting beside a lake, quite a contrast to most of Wuhan which struck me as a wasteland.



*How would you compare the University of Wuhan with Varsity?*

This just can't be done. However, I think it is of interest that the University of Wuhan is a self-contained community, as were all we visited. All students live in dormitories, the staff in staff houses. At Canton we became vividly aware of what this can mean. There we moved from a teeming city, certainly not one of the most impressive in China at this time, to a little, separate, almost utopian community.

Wuhan is a comprehensive university, which means that it teaches the basic subjects—what we would call a Faculty of Arts and Science. There are relatively few like it in China now. As an official of the Ministry of Education told me triumphantly, the emphasis has been shifted to the applied sciences. Almost 40

per cent of all students are in engineering, 11 per cent in medicine, 8 per cent in agriculture or forestry.

The Chinese have broken down the concept of the complex university. In large centres such as Peking or Shanghai you will find one comprehensive university like Wuhan, a separate institution which would correspond to our Faculty of Applied Science and Engineering, a medical institute or university, and a number of other special institutes.

I tried to determine on what basis a student would go to, say, the Peking Institute of Foreign Languages rather than to Peking University. There was no clean-cut answer but I gathered that the Institute was more highly specialized and professional: its only real aim appeared to be to train interpreters. The student taking languages at the University might be headed for a more scholarly life.

## *This slogan wears a smile—and pigtailed*

*What have we here?—Three little maids from school are we?*

This was one of the most delightful moments of my visit to China. The smiling Chinese girl with long pigtailed could be called the slogan of the new regime. Everywhere you go, whether by plane or train, whether you are staying at an hotel or visiting a trade fair, you will see girls like these. They create a very pleasant impression because they're charming youngsters, usually equipped with a few words of English, and exuding some of the excitement and *joie de vivre* that the Communists would like to think are characteristic of the new regime.

As you guessed, these three youngsters are co-eds, which seems a rather inappropriate term to use about Chinese students. They are undergraduates at Peking University.

Several times we had asked our hosts to show us a dormitory. Their lack of enthusiasm did not surprise us. To judge by what I had heard, residential accommodation (dormitories would be more exact) were rather appalling by Western standards. I had been told of seven or eight in a room.

Apparently the girls do better. When we were finally shown a dormitory, it was occupied by four girls,

three of whom you see here. I think the girls had been carefully prepared for our visit. They received us in a most generous and spirited fashion. Moreover, they were all specialists, or majors as we would say, in English, and they were obviously delighted to try out their English on us.



The girl in the centre acted more or less as spokesman. When I remarked "Oh, you speak English?", she answered "Yes, we speak English"—and then she raised her hand dramatically and said "To be or not to be", which presumably she looked upon as a sort of key phrase in the English language.



### *Is English a popular subject?*

At the Peking Institute of Foreign Languages about a third of the 26 hundred students study English. As the Peking Institute sets the pattern and determines the style, it seems safe to say that English is taking a dominant position.

### *How does the proportion of women students compare with Toronto?*

It's a little lower: 23 per cent in China to about 30 per cent here. But this is a remarkable advance. In pre-Liberation days—to use the familiar Chinese phrase—for a girl to attend university was a rarity. Now a great many take engineering and other professional courses. Young girls demonstrate the heavy machinery at trade fairs. They make the huge machines work and then the girls deliver long, and I presume, accurate lectures.

### *All the women in our pictures wear trousers with tops. Are these cotton?*

I think so. It amounts to a uniform of half washed-out bluish colour. China is austere and drab. There is no facade of feminine adornment.

### *No women in Western clothes?*

Outside of the theatre I saw only one. This was our interpreter in Shanghai, a very charming girl who surprised us one day by appearing in a dress. It was just a simple, long dress with no decorative qualities whatsoever. But it was rather pleasant to see her in something other than her usual uniform.



*These two pictures form something of a contrast.*

Indeed they do. One was taken at a fair in Shanghai, the other at a commune about forty miles outside the city. I asked one of our hosts at the fair "Why don't we ever see these lovely silks on your ladies in the street?" "Oh, give us time," he said; "this will come." All are for export, but where they go I don't know.

The fair, incidentally, was held in a huge building called the Hall of Sino-Soviet Friendship. Each city has one. They may become increasingly ironic symbols as the years go by.

The commune, the only one we visited, occupied about 5,000 acres. Living and working there were 4,000 families—18,000 people in all. They had their own clinics, schools, hospital, theatre and so on. In addition to farm-

ing, which is given the main emphasis, there are domestic crafts such as these women are working at here and little factories or workshops where they make their furniture and simple agricultural implements. As they are linked to Shanghai and the sea by rivers and canals, they also make boats.

*Was this a show-place?*

Well, I suppose that would be natural. When you are showing off your country to foreigners, you don't select the worst examples. Visitors who have seen a number of communes say there is a great variation in them.

*About those Sino-Soviet Friendship halls—did you see many Russians?*

I saw a few who appeared to be members of a trade delegation. Professor Walmsley has told me that, when he was in China in 1957, Russians were everywhere. He said the universities were full of Russians, students and teachers. But I saw only the one group. All we have heard about the disappearance of Russian professors, technicians and so on was borne out by my experience.

*Was anything said about this?*

No Chinese official would admit there was any trouble with the U.S.S.R., although there seemed to be a certain tenseness when the question was asked. The line here was completely unbroken. As a rule they would smile and then blandly ask, in effect: "How could we be at odds when we are both socialist countries?"

## *The Puritan Society*

*The new China has been called a puritan society. Is this true?*

Yes, I think it is. Mr. Walter Gordon and other recent visitors have mentioned it. One sees this in the confessional nature of their literature and their emphasis on self-criticism. They come close to the concept one might find in the Oxford Group or one of the more evangelical societies. You are reminded of their puritanism not only in the dress of the women, but by many details. In Shanghai, for

instance, the old race course is now a park and a square—a change that is pointed out to visitors with much satisfaction, the suggestion being that a race course is something quite immoral which has no place in a people's republic.

Shanghai has a huge amusement centre called the Great World. There, under one roof, a dozen performances of various kinds are put on simultaneously in separate auditoriums. Chinese opera is the fare in most of these halls, the others having story-



“As the train moves across the border into Hong Kong—and remember there are 30 or 40 miles between the border and the actual city—the outward contrast between the two worlds forces itself on you every minute. For Hong Kong, despite its pockets of desperate poverty, is a capitalistic showpiece. It is a bit like leaving a church social to join a large, noisy cocktail party. You are moving from a simple monotone world to a complex, colourful one. You are moving, above all, to a world where sex is king, where much of our ingenuity and wealth is devoted to convincing men and women they should cultivate the arts and wiles of attraction.”

—from the President’s notebook

tellers, demonstration chess games, acrobatics, and of course magic in which the Chinese delight and at which they are so expert. “In the old days,” said our interpreter, “this building was headquarters for prostitutes, thieves and other bad people. And now, you see, it’s being used for the people.”

It was an impressive place and we spent two or three hours there. All the performances were crowded. After looking in on several of them, we were installed finally in a hall where acrobats were performing—I suppose on the grounds that we couldn’t properly appreciate the opera. Surely here, one thought, there would be a concession to frivolity. But no—for the most part, this too was grimly serious business, seriously received.

Even the attractive girl assistants whom the Americans, or the Canadians for that matter, would have exploited as erotic adornments, a sort of sexual fringe benefit, wore long, dowdy dresses more appropriate for an orphanage than for a music hall.

In China there has been a complete elimination of all the paraphernalia whereby we try to make people aware of living up to a standard of physical attractiveness, which possibly they can never hope to attain. On the other hand this does lead to variety and colour which are completely lacking in China. I think this, more than anything else, eventually depresses the visitor from the West.

*Is there no night life?*

If by this you mean night clubs, there is none at all. Life on the streets is restricted by a shortage of electricity—in the street at night you feel as if you are moving through a tomb. But there are many theatres and they are always full. It is in the theatre, as I said in a speech recently, that the torch of life is rekindled. The day may have depressed you but then you go to a theatre. The audience is a cross-section of Chinese life from toddlers to old men with long beards. And it is exceedingly enthusiastic.

The opera is the chief form of amusement, a highly sophisticated and artificial form of artistic presentation. Every move, every nuance, every lift of the eyebrow, every shake of the foot communicates a specific emotion or action. I was told there are more than 400 different kinds of Chinese opera, each designed for a particular audience. At an opera in Shanghai, for instance, our interpreter had some difficulty with his analysis of the plot. When we joked with him about it, he said "As a matter of fact, I don't really know what's going on here. This is a Shanghai opera and the dialect is quite foreign to me."

Some Westerners choose to ridicule Chinese opera but I became very fond of these productions. The miming is superb and the music, which sometimes can be disturbing, finally becomes not only acceptable, but attractive. The music is beautifully related to the action. Even the queru-

lous, petulant clashing of the cymbals becomes a source of enjoyment.

I would say that the modern Chinese interest in, and passion for the arts is one of the great positive features of their society. A society which can pay so much attention to the arts, devote so much energy to them, is simply not a society which is completely lost.

*Isn't this one of their theatres?*

Yes, in Wuhan, on Liberation street—and with a facade worthy of Drury Lane. On Liberation street we saw an example of the contrasts created by the Great Leap Forward. Within a block we moved from rows of flimsy thatched huts leaning crazily one way or another to what looked like modern, comfortable flats. It was there we came across the theatre you see in the picture. Crowding upon it was a shambles of dirty wooden huts. The Great Leap Forward has been a leap in cultural life as well as in industry.



# *Freedom to think*

## *—correctly*

*What was the occasion for this convivial tea party?*



*Is it true that the Great Leap is no longer a leap?*

In the cities I visited there were no signs of the feverish building activity that Mr. Walter Gordon, Mr. James Duncan, both members of our Board of Governors, and other earlier visitors had mentioned. I did see many new buildings. Peking for instance, is ringed around with factories, dormitories and other structures which obviously have been put up within the last two or three years.

American observers in Hong Kong spoke with conviction of the emphasis shifting away from industry and back to agriculture in China. While I hesitate to make general statements on the basis of what I saw, there seems not the slightest doubt that China overextended itself in an impossible attempt to become an industrial nation overnight, neglected to develop the full potentialities of agriculture, and is now turning back to it. I don't know that this represents a major disaster. But it certainly represents the need for a re-appraisal.

Tea! It's a way of life, woven into every kind of activity. I consumed a colossal number of cups. With me is Hsin Yen, a leading dramatist and the vice-president of the official organization for writers and artists. He is the real head; in China the post of president usually is honorary. We had a lively discussion.

I turned the conversation to George Bernard Shaw, their most popular English writer. "Suppose," I asked, "somebody here should try to do what Shaw did for his society? Suppose a Chinese writer were to seriously question the whole basis of Communist China? What then?"

Well, this was obviously a difficult question. He began by saying Mao had written on the subject. This was inevitable. Mao has answers for everything. He said Mao had stressed the need for humour and comedy in correcting certain failings in human nature.

"But this is a socialist society," he went on. "By our constitution we are socialist and it would be unthinkable for anyone to question those basic assumptions or make fun of them." However, he added, if a writer were to do this, he would be criticized and brought into the light of truth.

Although my friend had talked with animation and some passion, there

was no sign that he resented the question. We never hesitated to raise controversial issues but at no time did our hosts give a hint of losing their tempers.

I asked Hsin Yen which of his plays I should read first. He suggested "The Test" which is regarded as a minor classic of modern China. I found this to be about the conflict of two of the revolution's former comrades in arms who had become managers in a factory. Alas, only one of them was taking—to use a word always found in communist literature—a correct attitude. The play no doubt would hold an audience facing similar problems in everyday life. But it had an anti-septic quality as if one had taken a cold shower early in the morning and then had studied a geology textbook for an hour before breakfast.

Human emotions hovered dimly on the edge of what was mainly an exposition of party doctrine. All the way through I was impressed by the con-

fessional nature of the sentiments expressed in the play, by the insistence that the way to salvation lies through self-criticism, confession, and humble acceptance of punishment.

*These people look interesting.*

This was taken the day we visited the Research Institute for International Relations; we are with the director and two vice-presidents. The man at the right was the most fluent in English of any Chinese academic I met. The reason became apparent when he told me he had studied at Chicago and at Harvard. He was also virulently anti-American.

When my colleague, Mr. Andrew, became involved in a long technical discussion about the border dispute with India, he came over beside me, nudged me in the ribs and said, "Don't pay any attention to that. The real problem here is America's policy of aggression."



# *Politics and the universities*

*How tight is the political control of higher education?*

I cannot make a positive statement about this, but I did make inferences from my experience. We visited the university in Canton. It is named after Sun Yat Sen who is still honoured as a sort of necessary predecessor to the Communist revolution. There we were met by the Dean of Chinese Studies and by a sort of chairman of the board who gave a long speech from notes. He ended with a disquisition on the university as a political agent. The students, he said, must do manual labour, not only for the good of their souls, but also to learn the principles of Marxism and Leninism. They must prepare themselves to serve a socialist state.

This welcome was the most openly political of any we received at a university. Elsewhere this kind of propaganda was toned down. But I think it is safe to say that at each university there is a high official who is more political than academic.

For instance, at Peking, which I took to be the senior university of China, the president was a political person, obviously not too much at home with academics. You can spot an academic anywhere. The vice-president—a physicist who had attended two of the Pugwash conferences and was very fluent in English—was the sort of man you might have met in any academic hall in the world. But the president obviously didn't

quite belong to this environment. Although he spoke with enthusiasm of the political structure of higher education, he was not equipped to talk in any detail about all these familiar matters of curriculum in which academics take a primary interest.

*This building reminds me of the McLennan Labs.*

And so it should. This is the Physics Building at Peking. As I often told our hosts, Chinese and Canadian universities are alike in at least one respect: the commanding building is usually the physics building.

*And the inside?*

To my non-scientific eyes, their labs looked much like ours. Invariably and too eagerly, our Chinese hosts drew our attention to their scientific equipment. Each time the general moral was drawn that this was on the embargo list from the United States—"so we have been forced to manufacture it here". This they would say with great pride, and for all I know their equipment may be a genuine source of pride. It would be interesting to have a physicist check on it.





*Who are the girls?*

They were students at a secondary school. I was attracted by the colour in their clothing—almost a garish breakaway from the dominating drabness of dull blues. They retreated when they saw my camera but our interpreter beckoned them back.

*The goal-posts are familiar.*

Yes, the Chinese are very fond of soccer, as they are of basketball and ping-pong. These seem to be the principal games.

*Does everybody still keep fit?*

Well, there may be a diminishing emphasis on calisthenics for everybody—the business of rising or leaving work at a certain time and going out to indulge in calisthenics en masse. We saw no examples of this.

It may just have been something missing from our itinerary. For example, I saw no soldiers bearing arms or marching. This means simply that there were no soldiers parading where I happened to be, nothing more. I saw many on leave.

## *The young administrators*

*Here are two very handsome young men; did you have any other reasons for taking their pictures?*

I'm afraid I don't know too much about the gentleman with the big smile, except that he was very cheerful and ran a factory which turned out agricultural implements. The other, a youngster in his twenties, managed the commune we visited. He was quite a study in communist fervour, by far the most energetic and impressive of the young managers we met.

I had occasion to remark at one time on the three kinds of administrative types we encountered—ad-

ministrators of universities, factories, and of this commune. The degree of enthusiasm and apparent efficiency rose in that order.

In this young man's face you see a touch of—I wouldn't say arrogance—but of complete self-confidence. He gave us a 45-minute speech about the commune, replete with statistics down to the last decimal point and ended with a peroration which might be described as the heights of communist oratory.

If one had not arrived with a background of scepticism and doubt with respect to the commune, one might have agreed that it was the great glory of contemporary China.





## *Canada's wheat and Varsity's Bethune*

*Did you become aware of any particular attitude towards Canada?*

A story told to me by a Canadian Government official in Hong Kong seems worth repeating. He said that on a trip to China he tried to explain to a Chinese acquaintance just where Canada was. When he said that Canada was adjacent to the United States, just to the north, the immediate question was "Oh! And have you been liberated yet?"

We encountered no such political naivety. There was an obvious warmth towards Canada, particularly I think because of the role played in Chinese life by Norman Bethune. This University of Toronto graduate, who later interned and did graduate work in Montreal, went out to China in the

thirties. He worked with the Chinese during the war with Japan and died of blood poisoning.

Dr. Bethune has become one of the great heroes of modern China, somebody who has a place in the heart and mind of every devout citizen. I was shown an extract from a primer, read by 90 million children, which is all about him.

When I first went to Canton and explained to my host that Norman Bethune was a graduate of the university I came from, he asked me—I am sure in all innocence—"Have you raised a memorial to him?"

*Were our wheat sales mentioned?*

Oh yes. This was frequently cited as a reason for good feeling towards Canada.

# *If China is starving, she hides it well*

*What did you see of famine?*

I saw no direct evidence of hunger. The people I saw at close range were students and staff at universities. There was not the slightest indication of hunger there—indeed, the very reverse. It is difficult to know what constitutes specific evidence of hunger when you are not moving closely among the people in the streets. I saw nobody prostrate or collapsing. And, of course, I saw only one commune.

At the Institute of Foreign Languages I met a classmate, Isabel Brown—now Mrs. Isabel Crook. She is the daughter of a missionary who had long Chinese associations. She had worked with her husband on an early study of the commune; they had stayed on and received appointments at the Institute.

The Crooks told us that as a result of the food scarcity the system of rationing had been rigidly enforced, and the peasants actually were doing better than they had before. It was the people in the cities who had been forced to cut down. For example, at the Institute, meat was served only about once a month. The substitutes must have been adequate because the students looked healthy.

We were entertained by the Crooks in their flat, or rooms, which Mrs. Crook said were typical of quarters available to university teachers—then added “senior university teachers”. The accommodation was spartan: four smallish rooms, cement floors, small

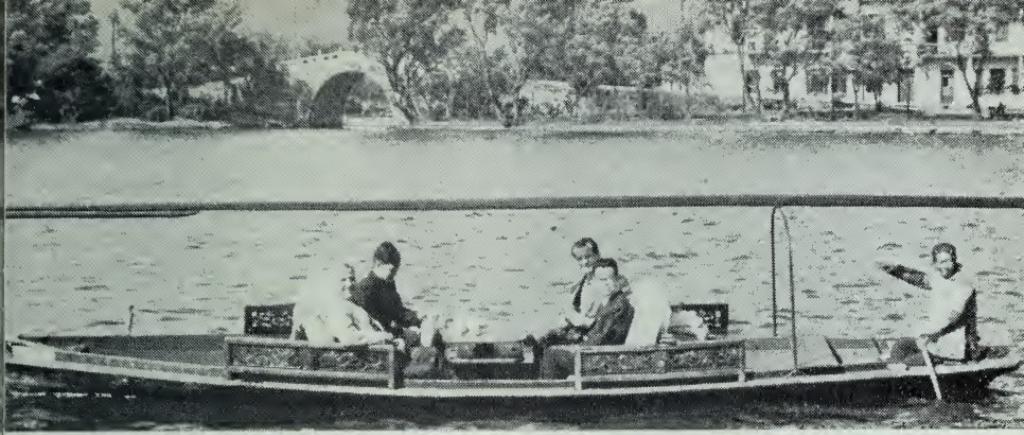
washroom, kitchen with basic and rather crude facilities, but quite clean and quite comfortable.

*What were your own living conditions like? How was the food?*

We were put up at what I presume were the best hotels. In terms of comfort, they were excellent. But there was a kind of austerity we don't encounter here—rarely a picture on the wall, very rarely a carpet on the floor, nothing to relieve their kind of earnest directness.

As for food, we ate very well. Each hotel had a Chinese dining room and a European dining room. We took the advice of Professor Tuzo Wilson and had breakfast in the European room, the Chinese breakfast being a little indistinct in nature. At noon, when the major Chinese meal is served, we would go to the Chinese dining room where the fare was good if you like Chinese food—as we do. When there was no evening engagement, we would use tinned things we had brought with us for a snack in our own room.

But frequently we would be taken out to restaurants for dinner, and these were our best meals in China. Some were truly memorable—I should think it would be difficult to match them anywhere in the world. The restaurants are said to be terribly expensive. I can believe this: in Shanghai and Peking for instance I was not aware of any guests in the room except our party.



### *You had a lady boatman?*

Yes, and a fairly ancient lady at that. She controlled the gondola with skill and apparent ease. You see us on a lake at Hangchow, China's scenic city, a fascinating place. The Chinese have a saying, "If you are a little doubtful about reaching Heaven, you are advised to visit Hangchow".

This boat trip ended at an island—a little park—where we followed a path broken by bridges and pagodas and picked up another gondola on the far side. In this one we were taken to a much larger park where we found two Buddhist temples. Our guide told us they were used occasionally for worship, but their main purpose was to attract tourists. The regime seems to have a sensitivity to monuments of the past, even those associated with customs it now resolutely opposes.

### *Are most tourists Chinese?*

Oh yes. We met two Canadian couples from the far west who were in China briefly, but no other foreigners who were there purely as tourists.

Once we encountered a swarm of portly gentlemen from East Germany who were on a trade mission. I met a young businessman from Copenhagen, and an Englishman who cheerfully agreed when I suggested his airmail copy of *The Times* looked like subversive literature to me. We saw several Africans. Various diplomatic missions were represented at the State dinner we attended. A group of literary and artistic people were assembled at our table that night, including a Swedish couple. He was the son of Gunnar Myrdal, the great economist, and his wife was an illustrator for his books. The only other foreigners we saw were three or four Cubans—Fidelistas!—who put up at our hotel in Peking.

These fellows were conspicuous, especially in the dining room where they wore their military hats and coats, and thrust food into their mouths in an arrogant manner. I rode in an elevator with them on one occasion and was treated to glares of concentrated venom. I suppose they took me for a Yanqui!



And this little charmer? She was my official receptionist—self-appointed—at a nursery school in Shanghai. As soon as we got there, she seized me by the hand, led me around the nursery, and refused to let go. She greeted me, the interpreter said, by the title of “uncle”. When I finally persuaded her that I must leave—but would first like to take her picture—she looked up with this melting smile. When you became disillusioned about China, and all else failed, you had simply to look at the children.

The nursery was superbly equipped. I think there had been warning of our arrival because, when we got there, the youngsters were gathered in groups around their teachers, singing and clapping hands. The children in these pictures look happy and they were happy. You could not induce



"Everything that has been said about the melting charm of Chinese children is true. Part of the charm is their minuteness: at the nursery I felt as if I had come upon a roomful of miraculously animated dolls. And they all seem to be extraordinarily keen and alert, as if generations of fending for themselves in a difficult world had given them an unusually developed awareness."

*—from the President's notebook*

such obvious happiness simply by an edict. As we left, they gathered at the fences like twittering sparrows.

I do not know how unusual this particular nursery was. But nurseries such as this are not the automatic preserve of every child. As we were getting into our cars, a group of ragged, unsmiling children of about the same ages as those we had seen in the school gathered around. Paradise was not for them.

*Did you feel conspicuous in the streets?*

Well, when you walk down a street with five or six thousand people milling around, and you are the only one different from the others, you do attract attention. And in Peking, where we had opportunities to wander, we attracted attention in the shops.

I stopped at one place—it was obviously directed chiefly towards foreign visitors—to buy a few imitation masks like those used in the Peking opera. A crowd gathered, including a number of soldiers on leave, and they just looked at me. After a while I began to feel like a man who was ostentatiously eating a steak in the midst of starving people.

## *An evening with Marshal Chen Yi*

*Earlier you said something about  
a State dinner.*

That was on the eve of May Day, in Peking's Hall of the People. It was after this banquet that I talked with Marshal Chen Yi, the Foreign Minister. In a sense it was the climax of our visit.

Chen Yi was the official host at what turned out to be a surprisingly unpretentious affair. He and most of the two or three thousand guests wore variations of the civilian uniform which you see everywhere in China. There were some business suits, with or without a tie. There was no formal dress and—apart from the occasional impresario from some other communist country—no military uniforms or military note of any kind. Two orchestras played without interruption. One had the old Chinese instruments; the other played western music.

*What kind of western music?*

Oh, excerpts from Carmen, Strauss waltzes—rather unrevolutionary kinds of music. Toasts were proposed by

Chen Yi, Premier Chou En Lai, and by the Cambodian ambassador, dean of the diplomatic corps. Each was translated into French, English and Russian.

We had been told we would meet Marshal Chen that night and assumed we would be in a line with hundreds or thousands of others. But when dinner ended the other guests departed. Except for our interpreter and Mr. Chen Chung Ching, vice-president of the Association for Cultural Relations with Foreign People—he was our official host in China—we were alone.

Finally I asked Mr. Chen whether there was a processional line-up we should join. No, we would be meeting the Foreign Minister in one of the lobbies and, as far as he knew, no others would be presented.

The interview, when it came, lasted for 30 or 40 minutes. Chen Yi is a stout, shortish man with a large head and an informal, very ingratiatingly familiar way of speaking. He led the Communist armies in one of the final battles of the Civil War. I think of him as resembling a war lord of a relaxed and urbane turn of mind.

During our talk he insisted that China was anxious to enter normal relationships with all European countries, and even with the United States of America. He pointed out significantly that the Russian example was not sufficient for China, that she needed to combine emulation of Russia with adoption of Western technology.

He said, and he said this with great emphasis, that the Chinese problem



The President with Marshal Chen Yi

*had been solved—by which he meant, I think, that this government had unified the country and launched it on an upward course. I believe he stressed this to indicate that nothing now could overthrow the regime.*

“We are still backward,” he said; “but come back, say in 1967, and we shall show you.”

We talked about academic exchanges and he seemed keen to have these supplement the present wheat sale agreement. It was a pleasant, friendly conversation.

# *May Day: Chairman Mao and Premier Chou*

## *You met Mao: was he impressive?*

Of course; by the time you've been in China for a week or so, he's impressive simply by reason of the variety and strength of the associations. He looks older than you expected he would and he is becoming a little stout. He is not quite as bland and grandfatherly, or grandmotherly almost, as the effigies make him out to be. In his face one sees no sign of poor health. Still, it is the face of a man who is coming to the end of a long journey.

I met him only briefly, in a line of four or five members of the Central hierarchy, and I was one of twenty or more being introduced. We moved through very rapidly.

## *What was the occasion?*

May Day! From the beginning we said we wanted to be in Pekin for May Day. Our hosts demurred. It was no longer so important, they said. The parade had been given up. There would only be festivities and concerts in the parks, then fireworks. But we insisted and finally they agreed.

In the morning we went to Sun Yat Sen Park. There we found a great concentration of activity: dances, from crude crowd dances to sophisticated solo performances, acrobatics, opera, all sorts of small amateur groups. I think we were most excited by the ping-pong since Andrew and I are both amateur performers. The players were spectacular.

Then, in the evening, we proceeded to the main square for the fireworks. We had tickets that admitted us to the temple which is just outside the entrance to the Forbidden City and overlooks the square.

Below us was a vast crowd which had been assembling all day. It filled the square and stretched far down the main avenue on either side. There were certainly more than half a million people there.

Amazingly, the crowd would fall back at certain places to permit a troupe of dancers to perform. From our vantage point the great mass took on an ordered pattern.

Then, when darkness fell, fireworks were set off at a number of points



At the May Day reception, Chairman Mao is seen in front row *right*, Dr. Bissell and Mr. Andrew in second row at *left*.

on the periphery of the crowd. The rockets rose in the air, converged in the centre and then broke, illuminating the vast sea of upturned faces.

Afterwards we sat at tables around an open space and watched dancing, acrobatics and magic. Suddenly the people at the table next to ours rose to their feet. The Premier, Chou-En-Lai, had arrived on his social rounds.

When he came to us, and heard we were Canadians, the social smile disappeared from his dark, handsome face. He said earnestly, in English, that he hoped our visit would help the cause of peace.

*The time has come to bid farewell to you  
Who shared our board and thoughts these happy days.  
This willow branch which now I pluck  
Will last throughout a hundred Mays.  
Let's drink a cup of wine together now  
As you, a friend, no longer merely guest,  
Go southward through this age-scarred land  
And turn your eyes again toward the West.*

A final question—the very last: what can you tell me about the farewell poem I saw in one of the papers?

Chen Ta-Yuan wrote it. He was one of our constant companions, acted as official spokesman for the Association. On our final train journey he produced this verse, which he said was in classical Chinese. Tu-nan, our interpreter, translated it into English prose which I then put into verse.

At the beginning Chen struck us as phlegmatic—then, as we got to know him—very agreeable but not highly articulate. His poetic outburst was a pleasant surprise:



See University College in full sunlight—approach the Victoria Library through the Gothic Arch in St. Mary's street

# *The ability to discern beauty and enjoy it*

THOMAS HOWARTH

**I**N THE MODERN WORLD it is more than ever desirable that the university man, educated in a professional school, should be able upon graduation to take his place easily in any society, and he can more readily do so if his tastes are catholic, his judgment well balanced and his interests in life manifold and varied. We are frequently reminded that the central purpose of a university education is not to train professionals, but to cultivate the mind, to establish high standards of intellectual honesty, and a respect for the ideas of others. The Right Honourable Vincent Massey on his installation as Chancellor at Toronto some years ago included among his gifts of a liberal education for the professions "a critical sense which can detect the superficial and distinguish the real from the

second rate"—"quickened sensibility and awakened imagination; *the ability to discern beauty and enjoy it*".

In our materialistic society it is this latter aspect of our education that has been neglected, at least in-so-far as it relates to the visual world of the arts and human environment. Many high schools, of course, teach art in the lower grades but few pupils are encouraged to take this subject seriously at senior levels. Rare indeed are classes in art appreciation and history, and seldom, if ever, are the applied arts (furniture, interior design and so forth) included, much less the mother art, Architecture.

The high school student, largely as a consequence of this, has little opportunity for developing standards of aesthetic judgment, and it would seem from my own observations that gener-

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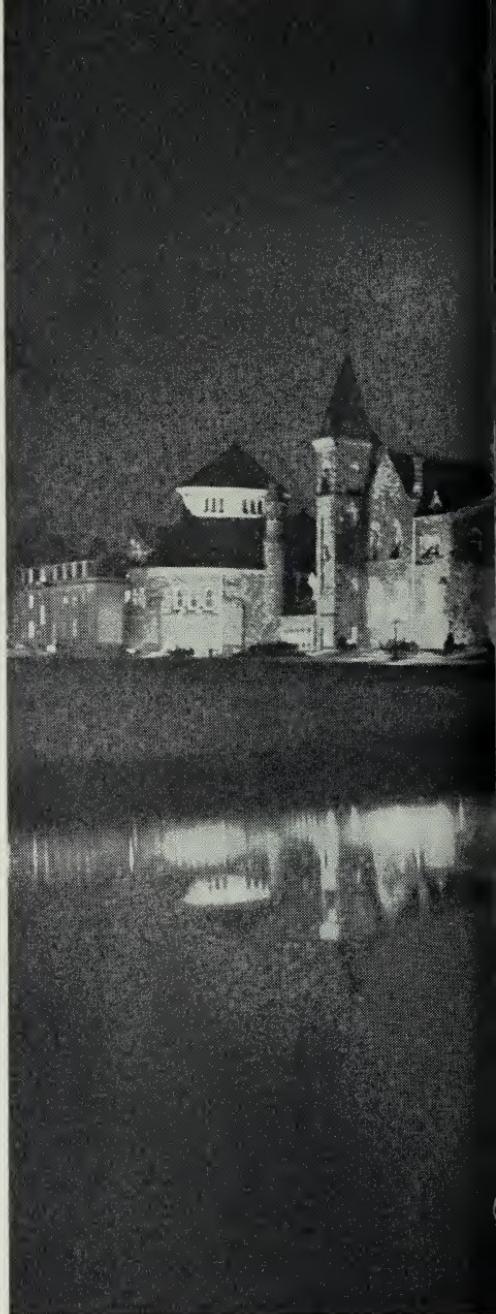
Professor Howarth is Director of the University's School of Architecture. This article has been taken from his address at last Spring's commencement exercises

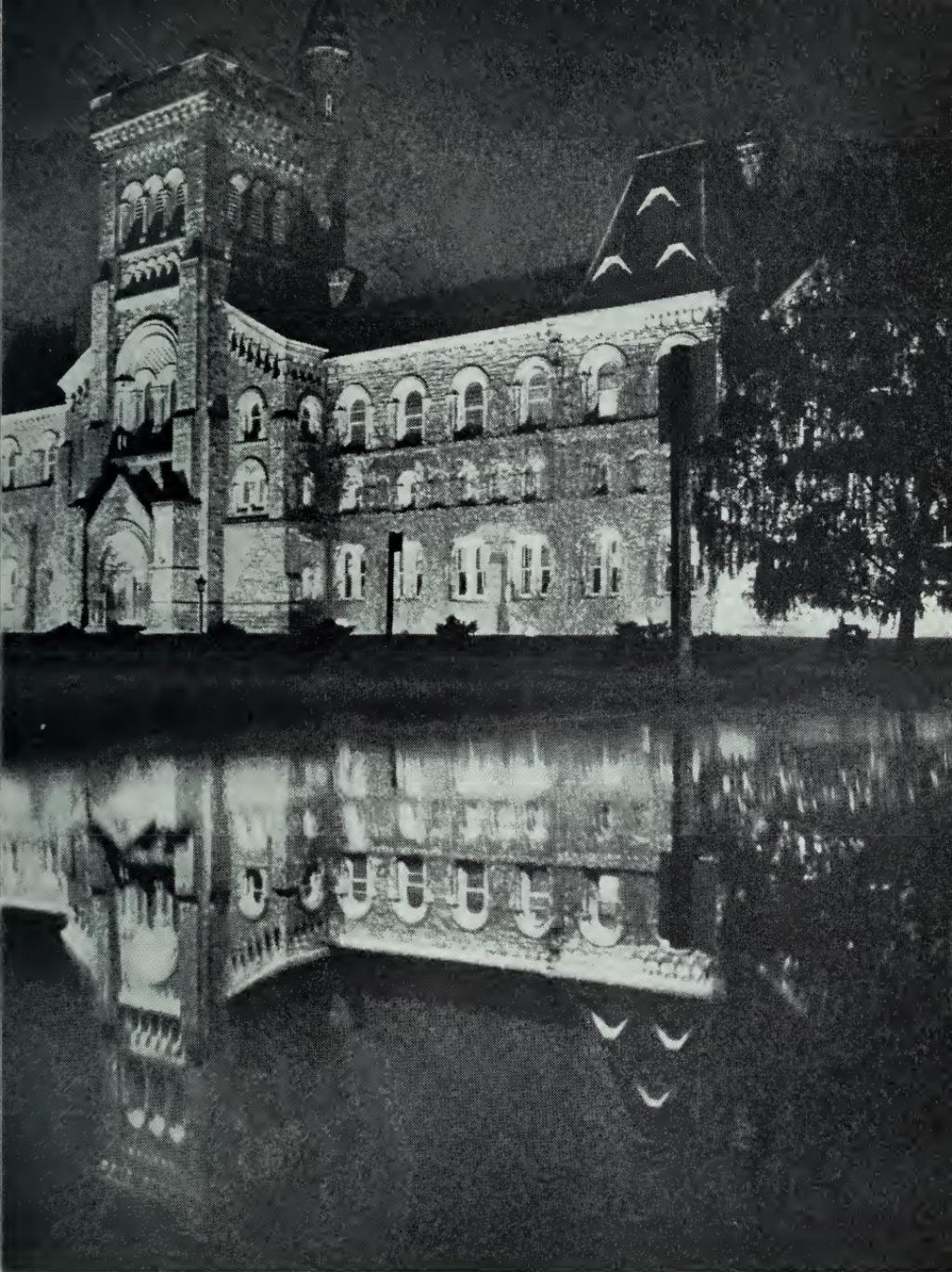
While sharing Professor Howarth's admiration for University College in full sunlight, Bob Lansdale took this photograph to demonstrate that the ancient pile has a rare night-time beauty, too.

ally speaking the universities do little about it either! In fact, it is remarkable how few people in the world of industry, commerce and, we must admit, the professions, have any real understanding of or interest in contemporary thought and action in the world of art and architecture.

Nostalgic memories and romantic associations so easily cloud our vision and dull our imagination; to many people the mind-picture of a university or a church is still that of a stone building in the Gothic style, or perhaps of a brick structure (with ivy of course) in the Georgian manner. Yet on the other hand one wonders if there would be any general outcry if it were proposed to cut down the trees in Philosophers' Walk and convert it into a car park, to demolish our picturesque old library, or to destroy old Knox College on Spadina (now the Connaught Labs).

It could be argued that the latter exercise would enable some traffic engineer to straighten his lines of communication, or to build an elevated highway in order to bring a few more cars a little more quickly to the downtown bottleneck. Old Knox College, by the way, is one of the few surviving buildings in Toronto that have assumed a degree of civic dignity and importance out of proportion to their architectural qualities by virtue of their unusual position on island





A VIEW OF THE VICTORIA LIBRARY FROM ST. MARY'S STREET ARCHWAY



sites—the Parliament Buildings and Upper Canada College are also in this category.

Since Architecture reflects the spirit of an age, it is not surprising perhaps that novelty, originality, flights of the imagination, and even structural brutality are the characteristics most admired by many people rather than the enduring values of harmony, simplicity and repose. It may be said, of course, that we are passing through a period of transition and re-adjustment when as always in history, old values are being challenged.

Nevertheless, it is often difficult for the layman to appreciate what is happening in the art world and this may be due in no small part to the semantics of art criticism, and of much architectural criticism also. A jargon has emerged that is often obscurantist and confusing (except, one hopes, to the critics themselves) and which has tended to give the impression that there is a certain mystique about the enjoyment of works of art, open spaces, and buildings. But this, of course, is nonsense. Our enjoyment can be deepened and our experience enriched by greater knowledge and understanding, but the language of vision should not inhibit in any way the intelligent layman's enjoyment of his environment, and of specific objects in it.

I suggest the following experiments to discover if two of our much over-worked words "space" and "environment" take on new meaning.

Pause on the steps of Convocation Hall and look at our proudest archi-

tectural monument, University College. See it in full sunlight against a blue sky and note its richly sculptured form, its romantic silhouette of towers, turrets and high pitched roofs, the warm colour and texture of its stone, and the play of light and shade over its deeply modelled surface. Observe its wholeness or unity and, indeed, its rightness for its present setting. Then see it as theatre, as a magnificent backdrop for the green campus; picture the lawn as a stage.

Notice how the building changes and comes to life as a few people or a thousand walk across the grass, and how natural things that move by forces beyond our control, clouds and shadow, add vitality to the scene. Listen to the sound of distant traffic and the hum of conversation; feel the pavement and grass under your feet and sense the surging vitality in the spring-green plants and flowers and other growing things.

University College is, of course, a monumental building designed for a monumental setting, and it has fulfilled its purpose well. (The building was designed in 1856 by the architect William Frederick Cumberland in an eclectic and rather debased Romanesque style, it was gutted by fire in 1890, nine years after Cumberland's death, and the interior was reconstructed later. These are facts of particular interest to the art critic and historian, but have little if anything to do with our enjoyment of the building as an object in space.)

Now visit one of our best modern buildings, the new Victoria College

Library on Queen's Park Crescent. To see it at its best it is necessary to go into the Quad through the Gothic arch in St. Mary's street, by the big notice that says "No Entry". This small, intimate space with its mature oaks and lawns, and carefully placed new stands of elegant saplings, has exactly the right character for a university precinct.

The old and the new harmonize beautifully, and the spaces between the buildings, and the heights of the buildings are just right.

Unlike University College which attracts by its monumental character and modelling the Vic Library is positively austere; it stands unobtrusively aside so that the observer can enjoy the spaces, changes in level, planting, and, indeed, the architectural vulgarity of Victoria College itself—an extraordinary example of a style to which belong many buildings in Toronto, including the Ontario Parliament Building and the Armouries, a style which has been described by a good friend of mine as "Canadian Robust"!

You will note that the walls of the Library are completely plain and finished in attractively coloured limestone. Every detail is carefully considered in this building as it was in Cumberland's (although I have no doubt that it took a great deal less time to draw out). On this smooth surface falls an ever-varying, intricate shadow-pattern of leaves and branches—the modern equivalent, if you like, of Cumberland's encrusted Romanesque facade. You will be aware, too,

of different tactful experiences as you move from grass, to paving, to gravel, ascending and descending the several stairways. You will notice the acoustic qualities of the spaces, and how the noise of cars on the crescent is muted, thereby enhancing the sense of enclosure and intimacy. Only two things are lacking, water and sculpture—those two civilizing agents of the most commonplace of open spaces but, then, the University of Toronto cannot yet boast of fine sculpture, and the city itself is notably lacking in fountains and pools.

(Again, it could be noted that the Victoria College Library was designed in 1960 by Gordon Adamson, that it is constructed of steel and concrete, that its Indiana limestone facade is shot-sawn finished—which means that the stone is pushed through a water bath and gouged with metal balls. It is air-conditioned and the air intake is in a box on the other side of the road, the air being drawn through a pipe underground, and the elevator is hydraulic to save an enormous penthouse on the roof. All these points of course are interesting, but they, too, have little to do with our enjoyment of the building. They merely extend our technical knowledge of it.)

These examples will serve, perhaps, to illustrate how buildings, the spaces between them, traffic movement (pedestrian and vehicular), engineering construction, the equality and colour of materials, trees, flowers and grass all have a bearing on creation of an environment in which the human spirit can grow and expand.



## A Royal Day at Massey College

IN BRIGHT SPRING SUNSHINE, H.R.H. the Prince Philip stepped from his car in front of Hart House at 10 a.m., May 25, 1962, to begin an eventful visit to the University. He was welcomed by President Claude Bissell (*above*, with W. M. V. Ash, Vice-Chairman of the Duke of Edinburgh's Second Commonwealth Study Conference, behind him).

Also in the welcoming party was the Rt. Hon. Vincent Massey, C.H., Chairman of the Study Conference and—of more significance on this day—Chairman of the Massey Foundation and a great benefactor of the University of Toronto.

Prince Philip and his hosts went first to Hart House Theatre where 300 members of the Study Conference were ready to begin their first Toronto meeting. This lasted 90 minutes. Then Dr. Bissell, the chairman, invited members to make their way to the Massey College construction site. He said a small procession, led by the Chancellor and his mace-bearer, would follow.







**2** FROM HART HOUSE (gift of the Massey Family) to Massey College (which will be the gift of the Massey Foundation when it is completed next year) Mr. Massey escorted Prince Philip up Soldiers' Walk, then along Hoskin avenue to Devonshire Place. They were the last in a procession headed by the Chancellor and the President of the University, the Master of Massey College, and the Lieutenant-Governor of Ontario. Joyful sounds from the carillon in Soldiers' Tower quickened their steps. A crowd of several hundred, including University of Toronto Deans and Heads, and the members of Prince Philip's Study Conference awaited them at their destination.



**3** CONSTRUCTION WORKERS, who paused in the job of putting up the College walls, swarmed to the top of their scaffolds for the best seats in the house. A temporary platform was built for four trumpeters from the Royal Canadian Corps of Signals, Kingston, who played a fanfare written for the occasion by Captain C. A. W. Adams.

**4** DR. ROBERTSON DAVIES, Master, right, presented the Fellows of Massey College and their wives when the platform party arrived at the site. Here Prince Philip turns from Lionel Massey, Director of Administration at the Royal Ontario Museum, and his wife to greet a man whose face is familiar—Dr. Raymond Massey.





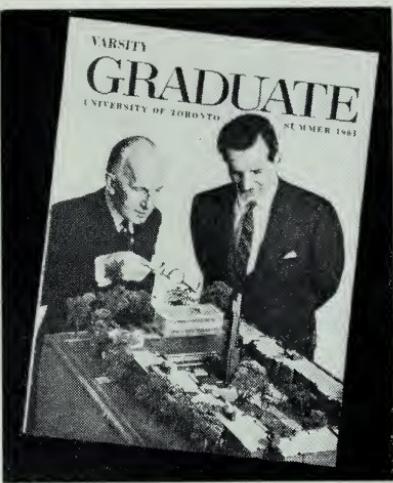
**5** SEEN HERE as Mr. Massey, the chairman, makes his brief remarks are Dr. F. C. A. Jeanneret, Dr. Claude Bissell, the Hon. J. Keiller Mackay, Prince Philip and his Equerry, Major W. T. Edwards, and L. L. Odette, Jr., representing the builders. Others on the dais who are partly or entirely out of camera range: W. M. V. Ash; the Lieutenant-Governor's Aide, Commander Peter Wilch; and Ronald Thom, the architect.

Said Mr. Massey: "We are proud and happy that the College should have this most distinguished beginning of what we hope will be a long and useful history. . . . Now I wish to ask His Royal Highness to be so kind as to perform the act it will be our honour to witness—the laying of the foundation stone of Massey College."



**6** PRINCE PHILIP slips the foundation-stone box into the slot provided for it.

**7** AFTER WORKING vigorously with trowel and mortar for a few moments, Prince Philip surveys his handiwork below. Ronald Thom, architect of the College, is beside him. One of the items sealed into the foundation stone was a copy of the Summer, 1961, issue of VARSITY GRADUATE. Its leading article was "The Grand Design for Massey College", by Robertson Davies—the first to present plans for the College in any detail. The cover illustration was a photograph of the President and Mr. Massey inspecting a scale model which Mr. Thom had built from his design.



# Quality, scholarship . . . and national development

ALTHOUGH I AM, it so happens, the chancellor of two universities [said Prince Philip] I don't think I shall ever get accustomed to university methods. Last week I was invited to open some buildings at McGill University which were already in use. Today I have been invited to lay the foundation stone of a building that is already partly erected. The ways of academic life are beyond a pure, simple sailor.

I may not understand the strange conventions of universities, but I do, I assure you, understand the privilege and the honour of being invited to perform this ceremony and to take part in the foundation of this College. I am particularly happy to be associated with Massey College because Mr. Vincent Massey was Governor-General here on the second, third and fourth times that I visited Canada. And this time, although he is no longer Governor-General, he is chairman of the Second Study Conference, for which he has done a very great deal of work.

I am certain that Massey College will have a great influence on Canadian life in the future. Its emphasis of

quality and scholarship should give encouragement to all those people who believe that national development depends just as much on reason and intelligence as upon economic growth. No community is complete unless it is constantly seeking the highest intellectual standards. I believe that the Massey Foundation deserves great credit for the conception and execution of this far-sighted enterprise.

I think it is even more to their credit that in a family with two architects in it, and members of the Foundation, that they succeeded somehow or other in agreeing about a design. And in that connection I should have thought that perhaps the architect of the building deserves even more credit for even attempting to undertake this under the circumstances.

In any case I am certain that the University of Toronto will be getting a valuable addition to the campus and to the life of the University, and I would like to wish all the Fellows and the Junior Fellows who will work here in the future all success and every good fortune.



**8** DEPARTING, Prince Philip stops for a word with members of his Study Conference. Among the 300 were men and women from 35 countries and territories.

## *Have the courage to be wise*

**T**HIS IS the first public act in the life of Massey College [said the Master, Dr. Robertson Davies]. It bears a name already honoured in our country and our university. We shall strive to bring new distinction to it here, by opening the path of honour to others. In this house the humanist and the scientist will live together as Fellows—that is to say, as companions and equals—thus to extend their curiosity and understanding beyond the bounds of any single discipline.

We have chosen as our College motto an admonition from Horace: *Sapere aude*—Have the courage to be wise. We have not done so, I assure you, Sir, without a full understanding of how hard it is to get and maintain

courage, and how much fool's gold offers itself to the prospector after wisdom. But we face our task with a good heart, and I dare to say a measure of gaiety, for what is the use of beginning a great task with a long face?

No one can say with certainty when the idea of this college first entered the minds of its founders. The ideal of education which it serves, however, is at least 2500 years old. That ideal is partly education by instruction, partly education by association, and partly education by solitary labour; no single part, however fiercely pursued, can make up for the want of either of the others. The Act of Legislature which brought us into being calls us

'a community of scholars'; we shall strive to deserve that high compliment, and ever to be aware of the constant temptation of academic persons—which is to love, not the learning in ourselves, but ourselves in learning.

To you, our Royal Highness, I offer our thanks for taking time from the demands of your work here to perform this important symbolic act. Nowhere is a symbol subjected to such subtle and complex interpretation as in a university. But we are happy in know-

ing that this symbolic stone can yield but one message: it will tell all who pass our door of your sympathy with the kind of work we mean to do here—the serious, rigorous and humble pursuit of all knowledge, all interpretation, and all fruitful intuition.

When our college is completed we hope that we may have the honour of showing you that scholars can be good company. Until then, I speak for the Founders and Senior Fellows of Massey College in declaring ourselves to be your grateful servants.



**9** THE UNIVERSITY'S Chief of Police, Martin Robb, an R.C.M.P. sergeant, and the inevitable photographer are background for Prince Philip's farewell wave.



A Serious Case

—The Bettman Archives

## A Marcher Lordship Turns 100

ONTARIO VETERINARY COLLEGE—in the medieval connotation favoured by Professor Donald Creighton—is a marcher lordship. At Guelph, on Varsity's western frontier, it stands as a fortress for the healing arts as applied to animals, a base for sorties against brucellosis, mastitis and all their vile allies. In its labs and lecture rooms, young veterinarians prepare for future combat in clinic and farmyard.

In May the Chancellor and President, with an escort of Deans and Heads, made their annual state visit to confer the University of Toronto degrees which have been awarded to O.V.C. graduating classes since 1908. This year it was a very special convocation over which the Chancellor presided, O.V.C. was celebrating its hundredth birthday.

Toronto's population was about 44,000 when O.V.C. first opened its doors at Yonge and Richmond streets in 1862. The founder and entire teaching staff was Dr. Andrew Smith, a young graduate of Edinburgh's Royal Dick Veterinary College. The college grew rapidly and had two other Toronto homes before moving in 1922 to what is now the Campus of the Federated Colleges of the Ontario Department of Agriculture at Guelph.



FOUNDER SMITH

# Most



Andrew Smith, say those who recall the Founder, would have been delighted with contest to grow a beard just like his. Mrs. Jane Bryant, Bow Island, Alberta, is seen at left inspecting efforts of three Alumni.



Dr. Roy Spranklin, who graduated in '52 (right) gets his family ready for the big parade through Guelph.

Marcher Lordship (II): O.V.C. has had six thousand graduates since 1862—and at times during the July festivities it looked as though all of them had turned out for the party

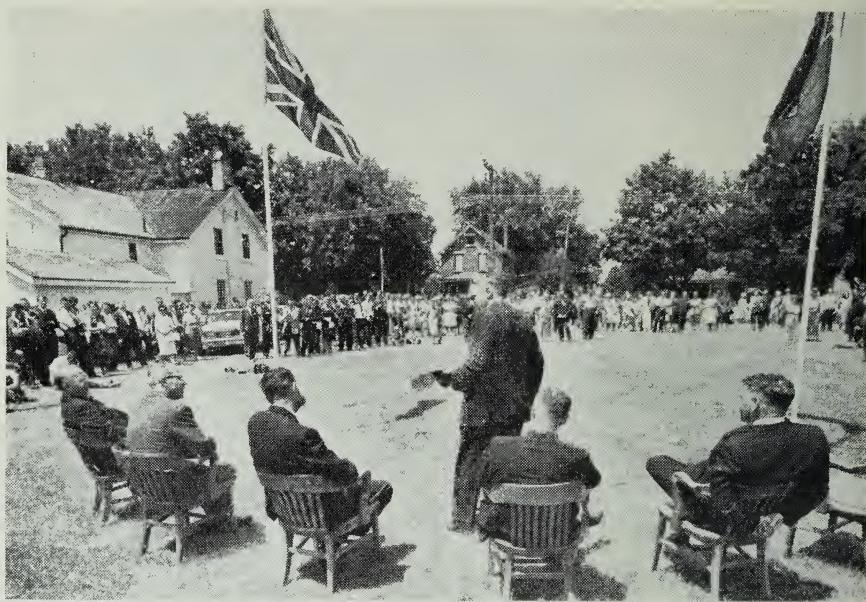
## *f the beards were real*



This belle is Mrs. Marjorie Rossoni, a member of the delegation from Dearborn



Dr. Tom Alexander, of the O.V.C. staff, and his wife arrive on a bike for two



Hon. W. A. Stewart, Minister of Agriculture, and Hon. T. Rae Connell, Minister of Public Works, turn sod (*left*) at sites of O.V.C. Alumni Hall and new academic building. Positions reversed, they are seen *below* with Dean T. Lloyd Jones.





In the birthday parade were slickers from P.E.I., a covered wagon from the plains, milkmaids from Upper Canada, and nineteenth-century belles by the carload. But, despite these and many other colourful reminders of the College's hundred years, most of the five-day birthday party in July was devoted to sessions of the Canadian Veterinary Medical Association and other serious business.





As the six stalwart survivors of another era indicate above, O.V.C. Alumni put their hearts and perhaps a little soul into the beard-growing contest. The judges (two are seen at left) did not have an easy time. But, finally, the suspense was over: by unanimous decision, the white whiskers of Dr. H. M. Legard of Weston, Ontario, a member of the Class of 1923, carried the day.





Bow Island's Mrs. Bryant—whom we met back on page 72—won the prize for the best 1862 costume. Above, she is caught by the camera in the first flush of victory, and she poses, below, with whisker-champion Dr. Legard. Below, right: Whiskers come off a lot faster than they grow on. The party over, O.V.C. was soon back in its normal rhythm. At last count, more than 80 research projects were under way.



Marcher Lordship (III): From Founder Andrew Smith to Dean Trevor Lloyd Jones, O.V.C. has had the right kind of leadership for the job in hand.

## College's Historian Spans a Century with the Story of Five Men

RONALD KENYON

*A Century of Challenge: A History of the Ontario Veterinary College* by F. Eugene Gattinger, 224 pages, the University of Toronto Press for the Ontario Veterinary College, \$5.50. (The book's frontispiece, a drawing from the Bettman Archives, appears on page 71 of this issue)

**A**S ONE MARK OF HONOUR in the centenary year of the Ontario Veterinary College, F. Eugene Gattinger, the librarian and registrar, has written its history. He deals with the administrative development of the College since 1862 through the work of five principals.

The first was Andrew Smith, a young Scot whose main attributes were "shrewd business acumen, an overwhelming charm and a faultless temper". He was a careful man who urged his students to take plenty of time in diagnosis. "If a horse has a broken leg," he would say, "never fail to examine the foot as well."

Smith had need of his talents. In those days, Upper Canada farmers accorded veterinarians the social status of stable boys. Nor was his start as principal encouraging. When he arrived from Edinburgh, he found that the government stables, promised as a

*Right:* The Chancellor and the President of University of Toronto, and the Dean of Ontario Veterinary College—with mace-bearer and esquire bedels—lead an academic procession across the lovely Guelph campus for O.V.C.'s centenary convocation in May.





home for O.V.C., had been taken over by the military. For 40 years Smith dug into his own pocket to keep the College solvent.

He resisted new facts until he had proven them himself. For example, some years after Pasteur had proved his theory of germs and Koch had coupled it with tuberculosis, Principal Smith still preached the spontaneous generation of germs.

However, Mr. Gattiner points out, Smith was the man O.V.C. needed at first. While other veterinary schools closed, O.V.C. moved steadily ahead.

Dr. E. A. A. ("Daddy") Grange, the O.V.C. graduate who succeeded Smith in 1908, was a very different type. Not only did he consider tuberculosis contagious—he strongly supported the belief, not widely held in his day, that "tuberculosis never was hereditary, is not now, and never will be."

Student riots became common under "Daddy" Grange and sometimes when police intervened they were mobbed. On one occasion, a luckless passerby was lassoed and tied onto a dissecting table, ready for the knife.

When war broke out in 1914, Grange volunteered but was turned down (he was 66) and satisfied himself with important work at home. In World War I, horses were vital: the veterinarian came into his own. Undergraduates in their final year were shipped overseas with commissions.

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Ronald Kenyon, author of this review, has written on science for many Canadian newspapers and magazines.



Professor William Francis Schofield, one of O.V.C.'s most distinguished sons, listens as his citation for a Doctor of Laws degree is read at the centenary convocation. A 1910 graduate who joined the teaching staff, he left in 1916 to go to Korea. There he not only taught at a mission school, but took an active role in the resistance movement against the Japanese. A marked man, he got away four years later and rejoined the O.V.C. staff, rising to Head of Pathology. In 1955, when he retired, he returned to a life of public service in Korea.

The third principal, Dr. C. D. McGilvray, had been O.V.C.'s gold medallist in 1900. He was an aggressive man who told his students "always argue the point". They called him "Shot-Gun Charlie" and some said his motto was "Shoot first, ask questions later".

Yet, in a period of great change, McGilvray proved to be a good man. He realized the horse was on its way out and that the city was no place in

# TANTALUS



as a punishment for revealing the secrets of Zeus, was plunged in water up to his chin, with fruit suspended above his head. Both retreated when he attempted to taste them.

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One of hundreds of Alumni who attended O.V.C.'s July birthday party was Dr. A. E. Cameron, former Veterinary General of Canada.

which to establish studies of other animals. He was the key figure in moving the College to Guelph in 1922.

The first challenge to Andrew Leslie MacNabb who succeeded McGilvray in 1945, was to look after the veterans who crammed the College after the war. In a single year there were 400. Tireless energy was his trade-mark. Students said he gave the impression that there was a bomb in the building and that everyone must help to find it before it exploded.

The graduate degree was established during MacNabb's term. He set up new departments, bought land, moved into closer co-operation with government departments and the Ontario Agricultural College.

Dr. Trevor Lloyd Jones, the present head, graduated from O.V.C. and McGill before joining the College staff

in 1935. During the war he served on the Chemical Warfare and Smoke directorate, returning to the College as associate professor of pathology. He was named Acting Principal in 1950 and now has the new title of Dean.

Under the leadership of this staunch son of Wales, the College has federated with the Ontario Agricultural College and has entered a new and exciting period of growth.

## A VISION FOR VARSITY

(Continued from page 10)  
to the far side, which meant everything.

But back in the 17th century, the earthly side was paramount. The wanting of faith came from within, and not from external attacks; the powerful religious symbols became literalized, and lost their meaning. Miracles were no longer the children of faith; they had become the *sine qua non* of faith. The new astronomy and empiricism of science made short work of them, and faith fell into its long decline. How can the empiricism of science do this?

Recently, on a visit to a medical research center, I asked the director what he stressed most to his staff. His reply was "Quantification": get a measuring stick at every stage. He meant that precise measurements facilitate verification. They also test your "working hypothesis", which is your guess or hunch as to what might be the controlling factor in the reaction. Your first guess might be temperature. No luck. Next, pressure, and

# *Perhaps they won't have to forget university after all*

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so on, until with luck and persistence, you hit upon the correct factor. After verification, your hypothesis may become a theory, or even a new law, like gravitation! The language of science is quantitative, lucid, objective, rational. It is, or should be impersonal. It is valid for the world we live in, if not for the world that lives in us.

In the three hundred years since René Descartes, Western man has been dazzled by the march of science and technology. Science became the major transforming agency in our culture. 17th century man had telescopes, microscopes, barometers, thermometers and logarithms. Sense perception became the basis of knowledge. Finally, in the 19th century came Darwin and evolution. By this time faith was in full retreat. Today the rout seems complete. Prof. Burt puts it bluntly: "Man in the mid 20th century," he writes, "is haunted by a sense of insecurity and disillusionment which constantly feeds the emotions of fear, anxiety, distrust and despair." But things are turning for the better.

Recently I was Varsity's delegate at the centennial of a private college in the eastern U.S.A. A century ago its founder had set forth his aims: "The object I desire to accomplish is to open the volume of nature, unveiling the laws and methods of Deity, that the young may see the beauties of creation and learn to love the Being from whom cometh every good and perfect gift". Well, not a whisper of this found its way into the ceremonies. The invocation was addressed to the Universal Spirit.

Nothing was retained which might cause annoyance to a naturalist, humanist, agnostic, free-thinker, or even a full, free-wheeling infidel. I had witnessed, after a hundred years, the 100% secularization of a respected, privately endowed college. But also, on the program, was a lecture by a famous Nobel Prize chemist.

"By religion, most scientists are skeptics," he began. "They do not subscribe to the dogmas of Christianity, Judaism, or any other religion. They regard the supernatural aspect of these religions in the same light as they do those of ancient Egypt, Greece and Rome. But science is not a substitute for religion," he went on. "Science does not give the ordinary man any objective that gives him a feeling of dignity. Such feelings are necessary if he is to rise above the disappointments and temptations of life." His concluding words were: "One of the needs of this age is a great prophet who can accept the facts of science and at the same time give inspiration to fill this great void." The scientist was asking for religious inspiration in a college which had thrown out every vestige of its founder's faith!

My thoughts turned to Varsity. I remembered the invocation at the inauguration of President Bissell, read by President Moore, of Vic, my own college—"Confirm us in the confidence that all truth is for our good and Thy glory." Then, at the convocation in 1959, it was the President of St. Michael's College—"May it ever send forth men and women who have been

taught goodness, and discipline, and knowledge."

The Nobel chemist's appeal for a new prophetic voice may be taken as a plea by other sincere agnostics. Nobel physicist Rabi recently said that a man could know the whole of physics and yet "not know the answer to Q.E.D."

### *Summing Up*

A fellow (Vic) alumnus, Prof. Gerald Cragg, in his book, *The Church and the Age of Reason*, defines her task as "restating the ancient faith in terms intelligible to modern man." Now, the historic conflict between science and faith has never centered on the facts of experience but on their interpretation—in science, theory, in faith, theology. In the

past, theology was improperly applied to the facts of nature. Today, scientific methods are sometimes improperly asserted as having universal validity.

The scientist is constantly revising his theories to accord with experimental findings. He may feel that church dogmas and doctrines should likewise respond to the existing facts of religious experience and to the current stream of Western thought. As Schilling has pointed out, he must, however, remember that in faith the influence of theory (theology) on experience is usually much more profound than in science. Today, there is an increasing tendency to fight shy of partial analysis, and to view the universe as operating as a whole; the observer is an integral part of the world he observes. We no longer

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benefactions, the  
University of Toronto  
as we know it today  
would not exist"—*

DR. CLAUDE BISSELL  
President

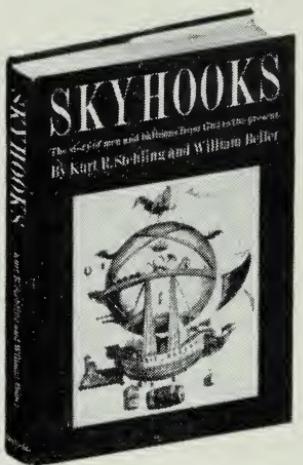
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accept the classical dualisms—matter and energy, space and time, body and mind. Miracles, creeds, and dogmas have in large measure lost their meaning for modern man. Time magazine, in a recent survey, reports that if many scientists were asked to affirm their belief in the Creed, they would have to leave the church.

To have observed the eucharist and hymnody working their magic on unlettered Bahamian islanders is to be reminded of the limitations of verbalism. It is also to sense the power and depth of our vital myth-symbols. Finally, it is to realize that the intellect is, after all, a veneer, essential to man's control over things, impotent for man's mastery over himself. The conviction follows that, if science and faith are to collaborate, they will include a level which is at once nonrational, prerational, and transrational. *Credo ut intellegam!* Such a level is symbolism.

Tillich holds that the first step towards the nonreligion of the Western world was made by religion itself, when it defended its symbols, not as symbols, but as literal stories, which became an easy prey to scientific attack. Gustave Weigel puts it: "In symbol the truth is done and proclaimed . . . no amount of laboratory inspection will discover the symbolic nature of a thing." Through its bipolar symbolism, faith can speak to our Nonrational and thus avoid the error of Hellenistic Greece, while at the same time being intelligible to Western man in terms free of dualism. The church can avert the perils of

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literalism and dogmatism. Science, for its part, can, through symbolism, communicate with man's depth dimension. It can also better appreciate the symbols of faith and so enrich its discipline by recognizing, with Pascal, that "the heart has its reasons which Reason does not know."

There has been a change in the attitude of science. The limitations of scientific discourse are being recognized. The subatomic order is not yet quite orderly. Science has outmoded the ancient and medieval cosmos, but has no clear concept of a substitute. For the faith it has displaced it has no surrogate. This would seem to be the timely moment for a new dialogue between science and faith. The hand has been extended, the omens are auspicious.

But whence will come the impulse to arrest the three hundred year leftward swing of the pendulum? Will it come from a source limited to the language of faith? Or from some technical or scientific college which knows only the language of science? Or is there some institution where both languages are spoken, where men of science and of faith may be seen living and working together daily, in amity and mutual trust? But, as everyone knows, language alone is not enough; faith must be ignited like a lump of coal—by contact with other glowing coals. Is there, then, a place where all of these factors, favourable to a new understanding between science and faith may be found?

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## THE FLYING SUIT

(Continued from page 20)

vaccine against certain forms of chemically-induced cancer," he recalled recently, "and we had one small batch almost ready. The final step in purification was to spin it down in test tubes in a high-speed centrifuge. Well, the force we needed was so great that it broke the tubes."

Dr. Franks finally solved his problem by floating the test tubes in water, inside larger tubes heavy enough to withstand the strain. The water supported the smaller tubes and kept them from breaking. Next, with pilot blackout in mind, he put mice inside the inner tubes. Protected by the water, they rode the centrifuge in safety.

To move from test tubes to the cockpit of a fighter plane was an exercise in physics, physiology, anatomy and costume design. Pilots couldn't fight from a bathtub—but they could fly inside a thin film of water held between two layers of a tight rubber suit. That was the first Franks Flying Suit. It stretched from high on the neck to toes and fingertips, and it had serious defects: notably, there was no escape for the pilot's body heat and perspiration. But it worked.

"I gave the suit its first test in 1940, in a Harvard at Camp Borden," said Dr. Franks. "It had been cut to fit me perfectly standing up. In the airplane I was sitting down, and when the pressure hit I thought it was going to cut me in two. The idea became practical only when we realized that

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great areas of the body could be left outside the fluid system. We also learned that if the blood could be kept from pooling below heart level, the heart had the strength to pump it up to the brain even under several Gs."

"We were laboratory people, used to controlled experiments," Dr. Franks continued. "We decided to build a centrifuge big enough and fast enough to swing a man around, so that we could duplicate on the ground the forces created by aerial manoeuvres. A man-sized model had been built in the 19th century to try to depress the manic cycles in one form of insanity and the Germans already had a small, relatively slow machine, but there was nothing comparable to what we had in mind."

The first problem was financial. With Sir Frederick Banting, Dr. Franks set out in search of private donations. They had little success until they met Harry F. McLean, the "Mr. X" who later literally threw away money in the '40s.

"Sir Frederick and I went to see him at his home near Ottawa. It was 6 a.m., cold and dark, when we got off the train after a sleepless night. A big car and chauffeur were waiting at the station. We no sooner got into Mr. McLean's living room, with a big open fire blazing away, than we were handed some local hospitality. We were never in want during the next 48 hours. Mr. McLean came down and after a while insisted that we drive with him to his Ottawa hotel in his Packard 12. He promised



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to help with the centrifuge, and we finally tiptoed out of the party.

"Nothing happened. Banting finally sent a letter thanking McLean for his offer of aid. The next day we received a cheque—not a word with it, but money enough to let us start."

For the engineering application of design Professor Franks turned to his University colleagues. C. R. Young, then Dean of the Faculty of Applied Science and Engineering, drew the structure. The head of the department of electrical engineering, the late Professor H. W. Price, planned the motor, and one of his assistant professors, D. N. Cass-Beggs, the controls. The project was so secret that for some time Cass-Beggs, now general manager of the Saskatchewan Power Corporation, didn't know what he was working on. L. A. Shaw of Victory Aircraft designed the passenger gondola, a replica of an airplane cockpit. The first operator of the machine, Leonard Brock, had been Dr. Banting's senior technician for 17 years.

What resulted is a super aerial swing. The enclosed gondola hangs from a 16-foot steel arm which is connected to the drive shaft for a ship's propellor. The motor turning the apparatus is so powerful that from a standing start it can build up 20 Gs in the cockpit in two and a half seconds, and drop to a standstill just as quickly. Inside the gondola the passenger's reactions can be measured by a wide range of instruments including a movie camera, X-rays, light and buzzer tests, and delicate re-

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orders of his brain currents and heartbeats.

Early in 1941, Banting and Franks were to fly to England to arrange manufacture of the suits. Sir Frederick took off first in a twin-motored Hudson which crashed in a desolate area of eastern Newfoundland. By the time the wreckage was located, the discoverer of Insulin was dead.

The Franks flying Suit had its first battle test in 1942, when carrier-based fighter planes from the British Fleet Air Arm swept into Oran in French North Africa. Some of its most important benefits were indirect: because test pilots no longer blacked out during dangerous manoeuvres, they could make observations which led to safer, stronger aircraft.

For some time, Toronto had the only man-size centrifuge on the Allied side. Finally the U.S. Navy decided to build a much bigger model—and asked Dr. Franks and Professor Cass-Beggs to help in its design. That is the machine which Commander Alan Shepard has called one of the three most successful weapons in the astronaut's training and research arsenal.

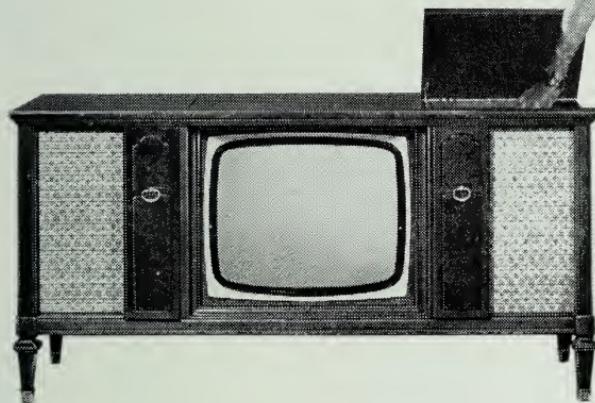
The Eric Liljencrantz Award, presented "for outstanding research in aerospace medicine", is the most recent of many honours to come to Dr. Franks. It is named after a U.S. medical officer who crashed early in the war during airborne study of acceleration. If he could have been wearing a Franks Flying Suit when he went into his final dive, he probably would have kept control of the plane and lived.



There is sweet music here that softer falls  
Than petals from blown roses on the grass

. . . *The Lotos-Eaters*, Tennyson

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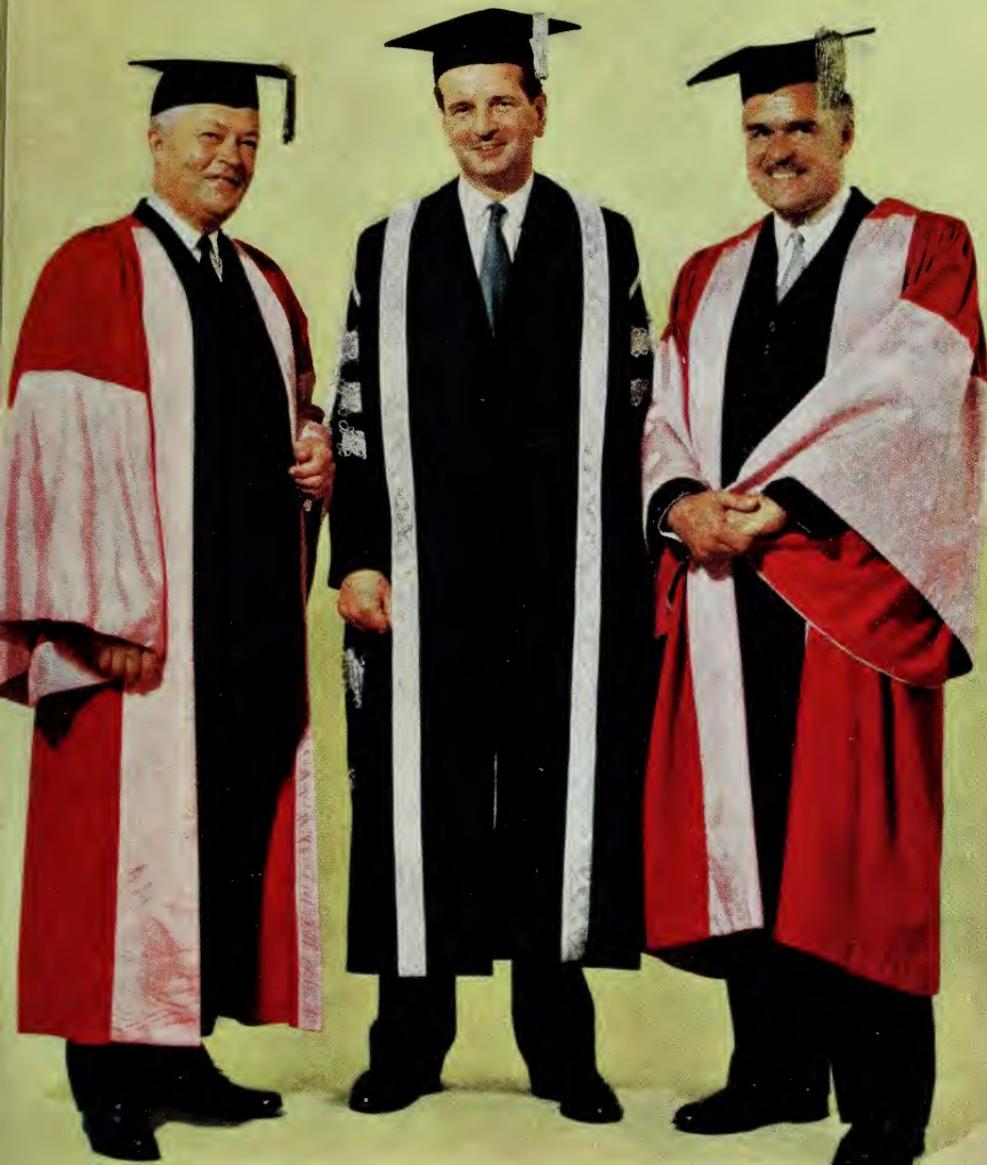
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ARSITY

# GRADUATE

UNIVERSITY OF TORONTO ANNUAL REPORTS 1962



# VARSITY GRADUATE

Volume Ten

Number Two

February 1963

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François Charles Archile Jeanneret, B.A., D. ès L., LL.D., Chancellor of the University, Principal Emeritus of University College, Professor Emeritus of French. This portrait of Dr. Jeanneret, who starts his fifth year as Chancellor in April, was taken by Bob Lansdale at the Fall Convocation in November.



**COVER:** Few Canadian readers will need to check here for identification of the three men in Ken Bell's cover portrait: President Claude Bissell is flanked by the Hon. Jean Lesage, Premier of the Province of Quebec, and the Hon. John P. Robarts, Premier of the Province of Ontario. The photograph was taken shortly before the Chancellor conferred Toronto's LL.D. degree on the two premiers. See page 18.

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Those listed above comprise the director and staff of the University's Department of Information. Other periodicals published by this department: VARSITY NEWS, in October, December, February and April for graduates and former students; STAFF BULLETIN, monthly from October to March.

VARSITY GRADUATE rate cards for the three issues that include advertisements are available at Department of Information, Simcoe Hall, University of Toronto, Telephone WA 3-6611, Extension 270.

# REPORT OF THE PRESIDENT

*To the Governors and the Senate of the University of Toronto*

Of the two basic functions of the university—the transmission of knowledge by teaching and the dissemination and advancement of that knowledge by scholarship—the latter has in recent years aroused more comment. One of the reasons for this is the growth of graduate schools, which I discussed in last year's Report. The graduate school, although in a sense it is the university equivalent of the professional college for teacher training, has been thought of essentially as a means of contributing to the advancement of knowledge. The dissertation, which is still the essence of most graduate programmes, is defined as a contribution to knowledge, though often the contribution is so minute as to be imperceptible. In the sciences, the graduate school is to all intents and purposes a research institute, where graduate students work with members of the staff on joint projects. An additional stimulus to research is the narrowing of the gap between the results of pure research and their application in the physical and social world. Largely as the result of research in universities, we have seen in recent years the defeat and obliteration of a host of diseases, and the transformation of yesterday's science fiction fantasies into to-day's sober realities. Allied to this has been the increasing prestige accorded to the expert. Never before has the university become such a source of expert guidance on almost every aspect of social policy. Scarcely a month passes that I do not receive a request from a government commission for the services of a staff member who is a recognized expert in a relevant field. It is fashionable to talk knowingly of academic indecision and impracticality, but whenever a crisis arises in our national policy, I observe that an immediate cry goes up for professional succour.

The increasing emphasis upon the university as a creator and disseminator of new knowledge has already had profound effects upon its structure. In this University we receive in research grants annually about \$3.5 million, which is about 13 per cent of our total operating budget. One has only to look south of the border to see the shape of things to come. Increasingly large proportions of the budgets of complex universities are made up of

funds earmarked for specific research projects by governments and foundations. At Harvard, for instance, 25 per cent of the total budget goes for this purpose; and this is a relatively mild example. This money is creating a new academic world of research associates and postgraduate fellows, removed from the on-going programme of instruction and only tenuously related to the graduate school. The university has, of course, always reflected this interest in research in ways that are hidden in basic costs. The best example is the library, where, it has been estimated, about 60 or 70 per cent of the cost (in universities with large graduate schools) can be attributed to research needs. Yearly accessions are made in the library, not only to serve an immediate need, but to build up opportunely collections for use at some unknown time, perhaps far in the future. These expenditures for a library, often the first casualties in a misplaced economy drive, are minor compared to the major ones that must be undertaken if scientific departments are to maintain some place in the forefront of scientific advance. Indeed, the facilities for nuclear research are rapidly going beyond the resources of even the most affluent university, and it is necessary for a number of universities to join together to provide expensive facilities that can then be shared.

The research activities of any university call for special bodies to disseminate the research. Here, the Connaught Medical Research Laboratories is such a body, for the Laboratories

distribute throughout the world many of the immediate practical benefits of medical research, some of it initiated in the Laboratories themselves. A more direct illustration in the University of Toronto is our Press, until recently the only university press in Canada, and certainly one of the most flourishing university presses on this continent. This year, to celebrate its diamond jubilee, the Press published a volume called *The University as Publisher*, in which the various facets of its operations were described. In an authoritative introductory essay the Director of the Press, Mr. Marsh Jeanneret, explained how a press both disseminates and stimulates scholarly activity in the university community:

A university press does much more than disseminate the results of scholarly investigation, important though that function is. It increases enormously the academic effectiveness of scholars whose works it publishes, and of scholars who see in it the prospect for publication of work on which they are engaged. Thus the learned press becomes a powerful catalyst in the programmes of research, at its own institution particularly, but to a considerable extent at other centres as well. Of all the many ways in which a university endeavours to create the ideal environment for a community of scholars,

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*Funds earmarked for specific research projects are creating a new academic world linked only tenuously to the graduate school*

---

## *Institutes within a university enable a number of departments to concentrate their resources on problems of common interest*

what more effective stimulus can it supply than the assurance that its scholars will be enabled to communicate effectively with their colleagues at large? More than this, the books and journals that emanate from a university press are instruments for scholarly communication and information not only today, but for all time. The availability of a scholarly publishing facility, sensibly administered and sensitive to its great responsibilities, can be as important an academic feature on any campus as a new lecture hall or a new administration building, although the latter may require many times the capital investment.

With so much of the activity of the modern university given over to the dissemination and advancement of knowledge, it is to be expected that new kinds of academic organizations will appear. The commonest new variety is the institute, an informal interdisciplinary organization for research, designed to reflect quickly changes in intellectual interest and to enable a number of departments to concentrate their resources on specific problems. I referred two years ago to the establishment of the Institute of Earth Sciences and the Great Lakes Institute; another illustration is the Institute of Medical Electronics, which brings together two previously disparate areas of knowledge, and reminds

us that, despite the intense specialization of the last decade or so, there is a steady convergence upon common basic problems. A different kind of interdepartmental activity, that extends to departments in other universities, is found in the Computation Centre, which is changing its name to the Institute of Computer Science. Developments similar to these will occur in the humanities and social sciences. Here again we have a response to shifting juxtapositions of areas of knowledge, and a recognition of the growing interdependence of disciplines. It may be, indeed, that curricular experimentation can be most easily and effectively carried on on this graduate research level, with the results eventually filtering down to the undergraduate level and providing new bases for curricular changes.

This heavy emphasis upon research and graduate work has inspired a literature of complaint, in which it is argued, frequently with colourful extravagance, that this new world is forcing the old world of teaching and instruction into narrower and narrower quarters. I referred last year to some of the manifestations of this: the incidence, for instance, of the airport professor, something to which university presidents are properly sensitive, since they are possibly the most completely airborne of modern intellectual mercenaries. Yet there can be no thought of turning one's back upon this development; it is a question, rather, of working out a fresh synthesis in the university world. Certainly a more alarming prospect than

the growth of research at the university would be its isolation in independent institutes. Teaching and research have never been in opposition to each other; indeed, the university teacher is essentially a scholar in action. Teaching at the university level is not a technique, or even, except in rare instances, an art, but rather the infection of the student with the virus of intellectual curiosity. What this new complex world calls for is a greater flexibility in the determination of the role of each member of the staff. Teaching loads must be made to vary in accordance with the research responsibilities of the scholar and his own ease in working with students.

But above all this complex world calls for the clear recognition and establishment of priorities, in the areas of both research and teaching. In research there are a number of clear rules, which a university violates only at the risk of confusing its function. It is clear, for instance, that classified research, research that enjoins secrecy upon the scholar and forbids publication of his results, should not be undertaken except as a matter of grave national emergency. No scholar can hoard the results of his work; he lives and prospers only as others share in the excitement and satisfaction of his discoveries. Another general rule is that research should originate with the scholar; it must be the outcome of his own work, and follow inevitably from what he has already done. Research that is imposed upon him from outside is not really research at all; it is just a form of academic prostitution. A

scholar should not confuse the collection of data with research, no matter how worthy the purpose or how benevolent the sponsoring organization. Above all, he should avoid the elaborate documentation of the obvious, the ponderous proof of the self-evident, the elaborations of platitudes and truisms in pseudo-scientific language, to which social scientists—and humanists—succumb.

The growth of research funds has been rapid in the physical and natural sciences, and has created problems of imbalance that must engage the careful attention of university administrators. It is now customary in most large American universities to make available to almost all members of the staff in the sciences summer supplements to salary that can be financed from large research grants. This supplement may amount to three-ninths of the total salary paid by the university. There are no comparable sums available for the humanities and social sciences. In Canada we have had no resources to supplement the salaries either of scientists or of humanists and social scientists. Although there is administrative resistance to the practice of paying

*Research should grow out of the scholar's past work and others must share in the excitement and satisfaction of his discoveries*

## *The need for continuous effort to maintain a teaching-research balance and to support projects relevant to a university's aims*

staff members for research undertaken outside the academic session, I believe that this is an inevitable development that we must recognize as a fact of academic life and be prepared to meet competitively.

For a scholar in the humanities and social sciences, it is often difficult to fix upon some specific research project that will touch off the generous response of a foundation. It may be that his great necessity is not so much to pursue a specific piece of research as to read widely and intensively in a given area. These two disabilities suffered by scholars in the humanities and social sciences—inadequate research funds, and difficulty in directing their work into approved research channels—must be recognized and overcome by the university itself. At Toronto this year there were additional funds available to support members of staff engaged in study and research during the summer, and it will be our policy to increase this amount steadily.

In the careful balancing of research and teaching responsibilities, all the danger does not lie in over-emphasizing the research side. There are some

dangers on the instructional side as well. Professor Holloway in a recent article in the *Universities Quarterly* warns that teaching without research may become "dogmatic, intolerant, hubristic, self-righteous." And if a university permits its teaching responsibilities to spread uncritically, it may expend upon short courses, diploma courses and the like, energies that should be concentrated in more vital areas. This may happen anywhere, but most easily in the professional divisions. We must continuously engage in a process of self-analysis and criticism. We should begin with the basic question: is a particular professional activity appropriate to the university and relevant to its aims? Sometimes the posing of this question will compel, not a writing off of the professional undertaking, but a reformulation of its role. This is precisely what happened when the special presidential committee under the chairmanship of Dean Norman Hughes looked carefully at the Faculty of Household Science to determine its status in the University and in particular its relationship to the Faculty of Arts and Science. From the time of the introduction of Household Science into the University in 1902, there has always existed a certain amount of skepticism as to its relevance to a university undertaking. It was perhaps this skepticism that encouraged the development of two closely associated courses that in a sense superseded the original course in Household Science. These were Household Economics and Food Chemistry—two professional courses

of high calibre, but, illogically, accorded a place in the structure of the Faculty of Arts and Science. What, then, was needed to bring the Faculty of Household Science into close alignment with the University was to redefine the centre of its undertaking, and give it a more accurately descriptive name. These, in essence, are the recommendations of the committee: there should be established a Faculty of Food Sciences, with a common first year leading to eventual specialization in Nutrition, Textiles, or Food Chemistry, and with a clear and specific emphasis upon professional goals. I think that we shall find it helpful to analyze other of the more recent professional developments in the University in the same way.

Another question that faces us in professional education is the extent to which we should respond to the increasing demands for professional training as an immediate service to society. Nowhere is this problem more acute than in the School of Social Work, where the mounting sums voted for social welfare bring in their wake vast requirements of personnel. Social work schools could, if they chose, expand beyond all recognizable limits, as the need for workers in the field is apparently unending. Yet it is abundantly true that for much of the work in the social welfare field, there is little real need for intensive professional study. Here the function of the university must be to train the leaders, to undertake and develop major research activities, and to prepare teachers on the university level. The univer-

sity may find itself in the unpleasant position of resisting the well-meaning and aggressive benevolence of governments and agencies who turn automatically to the university for practitioners in this field at all levels.

A somewhat similar problem faced in other professional divisions is the increasing demand that the universities train technicians. These are the therapists and hygienists—part of the “paramedical” services—who work closely with the professional personnel and take over many of the routine tasks formerly discharged by full-fledged professional graduates. They cannot be trained altogether apart from a university, for they require laboratory and scientific equipment that only a university can afford; they require, also, instruction such as only university departments can give. But a university must guard against devoting a disproportionate amount of time to the training of technicians, and must look carefully at the academic status it accords them. It has been suggested that the university might establish an institute of medical technology under which all of these auxiliary personnel would be grouped.

■ ■ ■ ■ ■

*The pressure on universities to train professional personnel at all levels: in some fields they should educate only the leaders*

■ ■ ■ ■ ■

*A health sciences centre might result in co-operative efforts at the pre-clinical level by several autonomous divisions*

I think the steady accession of professional faculties and divisions that began over fifty years ago has now ceased, and we are now in a position to examine the possibility of greater integration and the breaking down of professional barriers. A model that we should consider is the kind of health science centre now being established at many universities, which will concentrate particularly on the pre-clinical resources now diffused in medicine, dentistry, hygiene, nursing, pharmacy; here, one would add the Connaught Laboratories. There is, of course, no thought that these professional divisions should lose their autonomy; the centre is a device for co-operation and concentrated effort. So complex is the field of the health sciences, so large the sums that must be made available to them, that we may require a senior officer who could undertake some of the tasks of integration and rationalization to which I have referred. A step in this direction was made by the appointment of Dr. MacFarlane as Chairman of the Medical Sciences Advisory Council. This council has been a valuable creation for exploring these problems; much

yet remains to be resolved before specific action is taken.

This year there was a pause in the rush of building ceremonies. We began the year with the opening of the new Victoria Library by the Prime Minister of Canada, and we closed it with the laying of the cornerstone of Massey College by the Duke of Edinburgh; in between there was a lull in ceremonial activity. But there was no lull in building plans and preparations: the Edward Johnson Building for Music was completed, Chemistry and Pharmacy moved ahead, Architecture entered its renovated quarters in the old Dental Building and made the happy discovery that internal spaciousness could go hand in hand with a grim exterior, and the planning for Zoology, Physics, and the first of the residential colleges went ahead rapidly. This last undertaking was given edge and direction by the appointment of Dr. Frank Wetmore as Principal of New College. Immediately he took up his responsibilities with characteristic zest and vigour, an enterprise in which he was joined most fortunately by Stewart Wilson, retiring from his position as Secretary of the Faculty of Applied Science and Engineering, and prepared to put his wide experience and his deep knowledge of the University at the service of the new college.

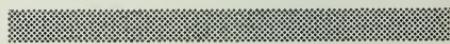
Last year I commented upon the new system of cross-appointments that has been worked out between university departments and the colleges. A modest but definite start has now been made in this direction. As a

method of reasserting the place of the college in the federation without weakening the concept of the university department, the experiment is, to say the least, well worth the trial.

I should like to make special mention of the setting up this year of the Southam Fellowships, established by the Southam Company, and designed to bring to the University of Toronto young journalists of promise. These fellowships were modelled closely on the Nieman Fellowships at Harvard, in their emphasis upon the flexibility of the academic arrangements and in their assumption that the Fellows would come as members of the academic community. The University of Toronto has not, and is not likely to have, a school of journalism, but it recognizes the centrality of newspapers in modern society and welcomes this opportunity to participate in the education of those who work and write for newspapers. It was not expected that these fellowships would necessarily lead to a fuller and more accurate depiction of the universities in our newspapers, but it is not presumptuous to anticipate that such indeed might be one of the results. Except for their ebullient incidentals, universities are not good "copy." The intellectual life is not easily reduced to headlines. Yet with the growing dependence of society on men and women trained in the universities, it is important that their nature be widely understood. One ventures to hope that as a result of this experiment in advanced education, universities will be endowed with a group of lively but

not unsympathetic critics, all of whom have access to the public ear.

I mentioned earlier the seeking of expert guidance from the university staff by public bodies. The range of these activities is too great to allow of an exhaustive list, but it is interesting to note some examples. In local affairs, Professor G. R. Lord is giving informed leadership as chairman of the Metropolitan Toronto and Region Conservation Authority, and Professor T. F. McIlwraith is involved with the Authority's Black Creek Pioneer Village, as well as with the Ontario Archaeological and Historic Sites Board. Professor Albert Rose continues to be active in the Metropolitan Toronto Housing Authority, of which he is vice-chairman. Professors G. B. Langford and J. B. Currie have been active on the Ontario Committee on Oil and Gas Resources, the former as chairman. Dean Bladen, whose one-man report on the automotive industry is exerting a continuing influence, serves on the Ontario Economic Council. Professor T. Grygier is an adviser to the Department of Reform Institutions. Professors J. H. Ebbs and Z. Slack are on the provincial committee



*Southam Fellowships provide a welcome opportunity to help in the education of those who work and write for newspapers*



*The expanding role of the staff  
in providing public bodies with  
expert guidance is illustrated  
by assignments here and abroad*

on physical fitness, and the former is also on the national body. The provincial Department of Public Welfare and the national Department of Health and Welfare make use of the services of Professors C. E. Hendry and J. S. Morgan; the Government of Newfoundland is also assisted by Professor Morgan and by Professor E. R. Godfrey. Drs. M. H. Brown and C. Schwenger surveyed the public health programme of Nova Scotia at the request of the Nova Scotia government. Professor J. Spencer is a member of the advisory committee to the Canadian Minister of Justice. Professor J. H. G. Crispo is Director of Research for the Royal Commission on Labour-Management Relations in the Construction Industry. A great many of the staff have been involved in the work of the Royal Commission on Health Services, notably Dr. J. A. MacFarlane; and many, as usual, are serving on committees of the National Research Council and the Defence Research Board.

On the international scene, Professors R. S. Harris, D. G. Hartle and W. C. Hood produced a report for the Sierra Leone government recommend-

ing a method of expanding educational services over the next ten years. This was a pilot project of UNESCO, to discover the effectiveness of a combined approach by economists and educators to the problems of the less developed nations. Also for UNESCO, Dr. P. E. L. Smith is heading a Canadian party carrying out archaeological work in the area of the Aswan Dam, and Professor G. M. Wickens has completed a bibliography on Asia. Professor W. A. C. H. Dobson is chairman of the East-West Committee, Canadian National Commission for UNESCO, and he and Professor Tuzo Wilson will be delegates to the Twelfth General Conference of UNESCO in Paris. Dean McLaughlin went to India for the Canadian Department of External Affairs and the Government of India, to report on a new project in engineering education. Dr. H. E. Johns serves in the Radiation Study Section of The National Institutes of Health (U.S.A.), and is the only Canadian on the International Commission on Radiological Units. Professor J. C. Sinclair, at the request of the Canadian Red Cross Society, spent three months in charge of the hospital and leprosarium at Coquilhatville, Congo. Dr. I. M. Drummond is a consultant to the Division of Scientific Affairs of the Organization for Economic Co-operation and Development. Dr. Philip Greer is on the Expert Advisory Panel on Antibiotics of the World Health Organization.

It is a pleasure to report the steady growth of the Varsity Fund this year

under the energetic chairmanship of Mr. Robert Chisholm. The Board of Directors of the Varsity Fund faces an initial task of definition and recognition. There is, I think, a growing understanding of the need for the Varsity Fund as a means of obtaining that margin of flexibility which becomes the measure of quality. Other university presidents have remarked on the extraordinary power that inheres in a comparatively small sum of unrestricted money, even when it appears to be swallowed up in a huge budget; David Henry, President of the University of Illinois, uses the vivid phrase "institutional thrust" to describe the effect of an unrestricted sum of \$50,000 in a budget of many millions. Thus with the amount of unrestricted university money made available by the Varsity Fund in the year under review, the University was able to pay the salary of an adviser for foreign students, to provide a subsidy for the Finnish-Hart House exchange, funds for the addition to the Hart House collection of painting and the cost of the final stage of an important piece of research in Pharmacy, and to make a purchase for the University Library to mark fittingly the accession of its one-millionth item. As the sum becomes larger, the projects it sustains will become more important. The Varsity Fund will always support projects that are central to the health of the University; it will perhaps have a particular affection for those that strike out boldly into new territory and that proclaim the romance as well as the rigour of the academic life.

D. J. McDougall, Professor of History, is retiring from the staff. His career has been unusual. After losing his eyesight at Courcelette in 1916, he lectured at the military school in orthopaedics and therapeutics that was being conducted in Hart House, learned to play golf, took his B.A. here, won the Bryce Research Fellowship and a special Rhodes Trust scholarship to Oxford, and returned to join the staff of the Department of History. He has written much on English constitutional and Commonwealth history; he has been active in learned societies, serving a term as President of the Canadian Catholic Historical Society; and the numerous graduate students whose work he has supervised have found in him a devoted mentor. We shall miss him in our councils, but we can always count on finding him at our concerts. Associate Professor C. C. Dunaj, who also retires this year, came here from Poland knowing no English, and in ten years' time had taken her Ph.D. in Mathematics. She has translated important Polish mathematical treatises. Political Economy is losing two members, both of whom joined the

*There is growing understanding of how the margin of flexibility provided by the Varsity Fund is becoming a measure of quality*

## *Retirements of staff members recall achievements in teaching and research—and how some great handicaps were overcome*

staff in 1930: Professor C. A. Ashley, who supervised the course in Commerce and Finance for many years and was latterly Chairman of the Department, and whose friendly personal interest will be gratefully remembered by hundreds of graduates; and Associate Professor Lorne Morgan, a stimulating teacher, whose pamphlet, *The Permanent War, or Homo the Sap*, has a place in Canadian satirical literature. Professors E. H. Craigie and Norma Ford Walker are retiring from Zoology: the former a specialist in the nervous systems of lower animals, the latter in human genetics; both excellent teachers and prolific in research. Dr. Craigie did research in Spain, and translated the work of the neurologist Ramon y Cajal. Dr. Walker investigated multiple births with great enthusiasm, and recently has been interested in the diagnosis of mongolism and the genetic effects of radiation.

Retirements from Medicine include, besides many valued members of the part-time staff, Associate Professor M. T. Wishart, really the creator as well as the director of Art as Applied to Medicine, and Professor A. C. Singleton, Head of Radiology, one of

the pioneers of that subject in Canada who has received many international honours. In Hygiene as well, two department heads are retiring. Professor Harvey Agnew established the Hospital Administration course fifteen years ago, the course growing out of his previous work with the Canadian Medical Association's department of hospital service, which gave him a comprehensive knowledge of Canadian hospitals. He was a keen archer in the days when there was a range on Devonshire Place, and he is one of the many amateur painters we have in the University. Professor Neil McKinnon of Epidemiology and Biometrics has been a dedicated teacher and a ruthless deflater of unauthenticated medical claims; it is entertaining to note that when he graduated in 1921, *Torontonensis* furnished him with the motto: "I am in earnest; I will not equivocate; I will not excuse; I will not retreat a single inch, and I will be heard." Professor N. D. Fidler retires as Director of the School of Nursing after ten years in that office. She brought to the directorship wide experience at Toronto, McGill and Windsor, and special interests in psychiatric nursing and in the relationship between nursing and the law. During a period when the numerical shortage of nurses has been a matter of common concern, Miss Fidler has placed consistent stress upon quality.

Seven professors died during the year, two of them very young men: Assistant Professor James Chung of Mathematics, an expert on computers, co-author (with D. B. DeLury) of

*Confidence Limits for the Hypergeometric Distribution*; and Associate Professor Stefan Stykolt of Political Economy, an economic theorist greatly interested in industrial organization, a frequent contributor to the scholarly journals. Professor E. W. McHenry, the Head of Nutrition in the School of Hygiene, did much to improve the health of a whole generation of Canadians through his great knowledge and lively comments (he found our eating habits deplorable, and our tendency to embrace food fads amusing); internationally, he was known for his contributions to the knowledge of the nature and action of vitamins and the metabolism of fats. Of J. D. Ketchum I wrote only last year that upon his retirement he had received a fellowship from the Royal Society of Canada for study in England; tragically, he did not live to enjoy it. Lachlan Gilchrist has been called the father of geophysics in Canada, and his contributions to that science and to industry are well known; he was also a researcher in astronomy, and his investigations of the X-ray gained him a fellowship in the Canadian Academy of Medicine. Dean McLaughlin has written a fine tribute to the late Professor H. E. T. Haultain, who served on the staff from 1908 to 1938 and continued his activities as research scientist and inventor almost to the time of his death; disabled veterans of the First World War benefited from Professor Haultain's years of devotion to the work of re-training soldiers, and the Canadian mining industry is in his debt both for the

students he trained and for his inventions, which are in general use throughout the world. Finally, I must record the death on January 1, 1962, of George Henry Needler, who interrupted his undergraduate course in this University to fight in the North-West Rebellion of 1885, completed his B.A. in 1886, took his Ph.D. at Leipzig, and joined the staff in 1891. When he retired as the distinguished Head of the German Department in 1936, he turned his undiminished energies to research in Canadian history and literature, as well as continuing his interest in German studies and writing poetry. His publications are proof of what he often said, that for some men the years after the age of 65 represent their phase of best production.

Among those who have resigned to take posts at other Canadian universities are Professor E. H. Botterell, to be Dean of Medicine at Queen's; Associate Professor A. H. Shephard, to be Chairman of the Department of Psychology at Manitoba; Assistant Professor N. H. Tayler, to be Chairman of the Department of Romance Languages at Waterloo University

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*Some professors accept posts at other Canadian universities and a declining number move to universities in other countries*

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*The strengthening of graduate schools is primary and basic in preparing for the increased enrolment of the next 10 years*

College; Associate Professor W. T. Tutte, to be Professor of Mathematics at the University of Waterloo; and Assistant Professor N. L. Kissick of Forestry, who has gone to the University of New Brunswick. Our losses to universities outside the country were not as numerous this year as they have sometimes been, but they are such as we can ill afford: Associate Professor O. Kinne of Zoology has gone to be Director of the Biologische Anstalt at Heligoland, Associate Professor G. S. Watson to be Professor of Mathematics at Johns Hopkins, Assistant Professor G. Naylor to be Senior Lecturer in Mathematics at the Royal College of Science in Glasgow, Assistant Professor E. D. Poppleton of Aerophysics to a post at the University of Sydney, Assistant Professor E. Gorham to be Associate Professor of Botany at the University of Minnesota, and Dr. Robert J. Slater to be Dean of Medicine at the University of Vermont.

The most important event of the year was the request of the provincial Advisory Committee on University Affairs that the presidents of the Ontario universities should prepare a

comprehensive report on the development of higher education in the Province during the next ten years. Under the chairmanship of John Deutsch, Vice-Principal of Queen's University, the report was prepared and submitted to the Advisory Committee in six weeks' time. It is not boastful to suggest that it could not have been written so expeditiously if it had not been for the work during the preceding year of the Policy and Planning Committee of this University under the directorship of Dr. Robin Harris, and if it had not been also for the familiarity with the material that had been gained by the secretary of that committee, Mrs. Ireland, who also served as the secretary of the larger provincial committee. The report still remains a study document, forming the basis for individual decisions, and it is not yet possible to review it as a whole. Two of its recommendations, however, have been clearly recognized and have been accepted as a basis for action. One is that the present universities must grow considerably beyond their announced projections of enrolment. The second is that in any scheme for the development of higher education, the strengthening of graduate schools, which are the only sources of university teachers, is primary and basic. For the University of Toronto, the first point involves an upward adjustment in student enrolment of about 14 per cent. For 1970 we had projected a university of approximately 18,000 full-time students and 4,500 part-time students. We are now thinking in terms of 20,000 full-time

students and 5,000 part-time students. Of the increase of 8,000 students between our present enrolment and the new projected enrolment, 2,000 will be graduate students, which gives to Toronto a peculiar place in the development of graduate studies in this Province and a major responsibility for staffing the universities. The Province has already indicated its intention to institute a comprehensive fellowship programme for graduate students proposing to go on to university teaching, and a system of separate subventions for graduate work, the details of which have not yet been worked out. This governmental acceptance of the responsibility for the general support of graduate work is an enlightened development in the history of higher education. In the past there has been no specific support of graduate instruction as such. The Ontario scheme may prove a model to be followed generally throughout this continent.

There is still lively discussion as to what the structure of higher education should be in this Province. I would suggest that besides the strengthening of the existing universities there are three steps that should be taken. The first is the revision of Grade XIII so as to make it a year of advanced liberal education, and, therefore, a particularly good preparation for university work. This requires the reduction in the number of subjects at the Grade XIII level, so that they may be explored in depth, with emphasis upon critical analysis rather than upon factual absorption. The reduction would

have the incidental effect of reducing the amount of administrative work at the Grade XIII level and accelerating the process of university admission. Second: any new institutions of higher learning that are to be created should be given charters restricted to the award of the general degree in Arts; they should be known as colleges, and should be affiliated with an existing university. It is important that the perfectly sound distinction between college and university should be preserved. A university is an institution of higher learning capable of giving specialized work both in Arts and Science and in at least one of the major professional fields, and offering graduate instruction to the Ph.D level in a number of areas. An institution does not become a university simply by being called one. It achieves this status only after a period of apprenticeship. To blur the distinction between college and university is to indulge in the favourite Canadian sport of confusing appearance with reality. Third: the present institutes of technology should be strengthened and should be asked to assume more responsibility for general education in

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*New colleges rather than new universities and more emphasis upon critical analysis in Grade XIII recommended for Ontario*

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*Junior colleges would attract all of the good teachers away from high schools and would dislocate the honour system*

the humanities and social sciences on a two-year basis beyond Grade XII.

In recent months there has been a revival of the junior college discussion, and a suggestion that therein lies the solution to our problems. The essence of the junior college proposal is the introduction of a new stage in education, a sort of purgatorial two years between secondary school and university. Grade XIII disappears, and the student goes on after Grade XII to two years in the junior college. The advantages of these institutions are said to be that they provide a selective process for students who may be unsure of their fitness for university education; at the same time, they provide general education, thereby raising the general level of literacy, give cheap local education to students before they go on to large centres, and involve the local community in their government.

Against the introduction of the system we should recall the following strong arguments. A system of junior colleges would immediately attract all of the good teachers in the secondary schools, and the schools would become hopelessly poverty-stricken. Even now,

the scarcity and the maldistribution of qualified secondary school teachers—that is, teachers with Type A or Type B endorsed certificates—must give rise to the gravest concern. Of 447 secondary schools in Ontario, there were in 1961–62 167 with no qualified mathematics teachers and 115 with no qualified English teachers, and these are not just very small schools: many of them have from 500 to 1,000 pupils. Thus, high school pupils outside the large urban centres are underprivileged now, and the effect of taking away from them the few qualified teachers they now have an opportunity to encounter would be disastrous. In the second place, it is probable that the junior colleges would come under local school boards, and would become a part of the secondary school system. This would not be higher education at all, but simply an artificial prolonging of high school—the glamour of “going to college” without the reality. Finally, the establishment of junior colleges would profoundly dislocate the honour system in Ontario universities, which is now firmly based on the principle that beyond Grade XIII a good student is in a position to begin a career of at least limited specialization.

There remains the argument that junior colleges provide a selective process and give the kind of general education that is essential for citizenship. As to the former, I am convinced that universities can work out satisfactory systems of selection if they are given more resources for the purpose. We need identification of poten-

tial university students at an earlier stage in the secondary schools, varied criteria of selection, and a careful study of personal reports by teachers and principals. The development of general education beyond Grade XII is a problem whose dimensions we cannot yet envisage, a problem that must command continuous attention. In the meantime, we should work towards the extension of the kind of work done in the institutes of technology, and the sound and imaginative development of educational television.

Whatever system is finally adopted, it is clear that the sums going into higher education will be on a scale never contemplated a few years ago. Even if we confine ourselves to economic forecasts based upon a static cost per student, we get staggering results. But we should remind ourselves that any forecast based on the maintenance of the present cost is illusory. The cost of higher education is going to rise sharply in every area, and nowhere more sharply than in the area of staff salaries. For a good many years, universities achieved modest increases in staff salaries by pointing out past injustices and emphasizing the increasing importance of the professorial role. Now there is no need to marshal arguments of an abstract or theoretical nature, valid as they may be; for the ineluctable forces of the economy are driving salaries up. Each year in another two or three areas of instruction the scarcity of teachers becomes more acutely apparent. Soon there will be no field in the whole range of university instruc-

tion where the services of a well-trained and scholarly person will not be at a premium. The general situation is neatly summed up by Miss Alice Rivlin in a study done by the Brookings Institution on the financing of higher education:

It seems doubtful that ways can be found of economizing faculty time sufficiently to offset the necessary rise in salaries and to keep cost per student constant without lowering the quality of education. Moreover, the rapidity with which human knowledge is growing necessitates a constant improvement in the quality of education—more must be learned in the same amount of time, if formal education is not to be prolonged into middle age. This improvement probably cannot be achieved without increasing the resources per student devoted to higher education. Laboratories and other physical facilities must be modernized, libraries must be expanded, faculty members must receive more training at the start of their careers (not less, as is the current trend) and they must take more time from teaching to keep up with the rapid changes in their disciplines.

If the number of students doubles in the next decade—which is not unlikely—and the cost of educating a student increases by 25 per cent—which seems conservative—current resources devoted to higher education 10 years from now will have to be two and a half times as great as at present. This means they will have to increase by more than 10 per cent per

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*Services of well-trained and scholarly teachers soon will be at a premium in the whole range of university instruction*

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## *On average a university spends about six times as much on a graduate student as it does on one at the undergraduate level*

year, which is at least twice as fast as the rate at which optimists think our total production is likely to grow in the same period. (Alice M. Rivlin, *The Role of the Federal Government in Financing Higher Education*, The Brookings Institution, 1961, pp. 5-6.)

The necessity for large sums of money to finance higher education will bring about a new era of precise budgeting. On the side of the University, we shall pay more attention to the varying costs of different kinds of students. This year, for instance, we analyzed carefully the relative cost of undergraduate and graduate education, and we discovered that the graduate student costs on an average about six times as much as the undergraduate student. In universities where the graduate responsibilities are becoming greater each year, the budgetary problem will be different from those faced by institutions that for a number of years must be concerned exclusively with undergraduate instruction. Another factor making for precision will be the use of detailed projections of future development. With the adoption of a careful system of enrolment control, we shall shortly be in a position to say just how many

students we will have in a given year, and we shall therefore be able to project the number of new staff and the additional facilities we will require. If universities thus become more precise in their budgeting, it is to be expected that the government will respond likewise. Our system of higher education—in many respects the most precious asset of the Province of Ontario—merits continuous, informed, and sympathetic attention.

With the imminence of the Confederation celebrations of 1967, we shall no doubt hear a great deal about national goals, and we shall be treated to an orgy of materialistic forecasts. It may be that in the present atmosphere of economic dubiety, other voices will be heard; it may be, indeed, that the very concept of a national goal will be recognized as an anachronism, and that we shall fix our attention upon our place in the world community. If we look in this direction, then our universities come sharply into the foreground. The university is, by its very nature, dedicated to the principles of freedom, disinterestedness, and cosmopolitanism, which must form the basis of any international society. If we hope to demonstrate, then, that in one hundred years we have become a mature and responsible member of the society of nations, we could find no better way than by the systematic strengthening of our universities across the country, and the creation of a number of university centres of research and scholarship of unequivocal world eminence.

CLAUDE BISSELL

# Fifteen Doctors of Laws

"Honorary degrees  
granted at the  
Spring and  
Fall convocations  
of Canadian  
universities  
... now compare  
in significance  
with biannual  
publication in  
Britain of the  
Queen's Honours  
List"

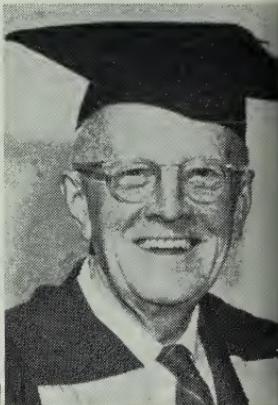
—*Financial Post*

**I**N 1962, Dr. Claude Bissell presented 15 men to Dr. F. C. A. Jeanneret, the Chancellor, for LL.D. degrees. Excerpts from his citation are italicized:

Dr. CARLOS CHAGAS, authority on the arrow-poison, curari, and the chemistry of nerve endings, directs the Nuclear . . . (*continued below*)



DR. CHAGAS



DR. UNDERHILL

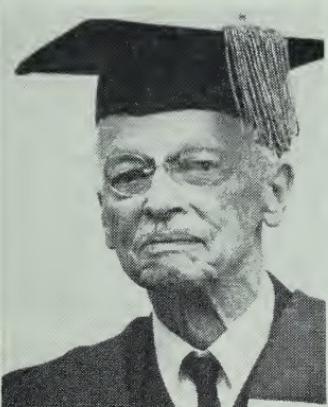
Centre in Puerto Rico. As head of the Biophysics Institute at University of Brazil, he introduced all the modern techniques of biological investigation to his native land. "Because of Insulin," said Dr. Chagas, "I come to Toronto in the mood of a pilgrim visiting a shrine."

Dr. FRANK UNDERHILL, curator of Laurier House, Ottawa, taught history at Varsity for 28 years. Physician-in-chief to the body politic of Canada—often irascible, but always tonic—he has helped to create the climate of opinion in which Canadians live. His admirers and disciples comprise an assembly which contains the whole spectrum from Tory royalist to Marxist republican.

**Dr. LÉO MARION**, *the Mighty Atom to his colleagues*, joined National Research Council in 1929 and has directed the Pure Chemistry division since 1952. He edited the original Canadian Journal of Research, now heads the board for its six successors and edits one of these himself. *His work in alkaloid chemistry has engendered an aesthetic interest in plants: he is an expert on Canadian orchids. On countless committees—potentially the dullest assemblages yet devised by the human brain—his pungent, witty, incisive and unpredictable comments have done much to keep the collective academic mind on an even keel.*



DR. MARION



DR. FARRAR



DR. FARQUHARSON

**Dr. CLARENCE FARRAR** was born in New York State 89 years ago, studied at Harvard, at Johns Hopkins (with Osler), and abroad. In 1916 he became Canada's chief psychiatrist for veterans' rehabilitation, then director of the Toronto Psychiatric Hospital and Varsity's head of psychiatry (1926 to 1947). As editor of the American *Journal of Psychiatry*, he writes with charm, vigour and clarity—holding up his ideal of "an undivided medicine" aided by the scientifically directed influence of the mind of the doctor on the mind of the patient.

**Dr. RAY FARQUHARSON:** Under his graduation photograph in the 1922 *Torontonensis* are the words, "He wears well". This physician, with international honours as a teacher and a scholar, does wear well. He has worn the lab coat; the white jacket; the gunner's uniform in one war, the Wing Commander's insignia in the next; the gown of the Sir John and Lady Eaton Professor of Medicine; one might almost say the stole of the father confessor to great and humble; and now whatever garb is associated with the headship of the Medical Research Council of Canada.

**MEN OF THE LAW** from Canada, Britain and the United States were honoured with the LL.D. degree when they joined in opening ceremonies for the Law Building in November. They are seen, right, with Dr. C. A. Wright, Varsity's Dean of Law.

**Dr. J. A. CORRY** is an LL.B. from Saskatchewan who took his B.C.L. as a Rhodes Scholar at Oxford, and then his LL.M. on a special fellowship in law at Columbia. As the Principal of Queen's University, he is Chieftain of a neighboring academic clan that combines the dignified courtesy of the Highland gentleman with the audacity of the Border reiver. James Alexander Corry has concerned himself, in theory and practice, with the relationship of private freedom and public good, of law and policy. He sees the university not as a remote and disinterested force, but as an institution equipped to bring "greater foresight into the wider social consequences of the exercise of extended power". A University Faculty of Law has a key role to play in this venture of enlightenment.

**BARON DEVLIN**, Lord of Appeal in Ordinary, is a member of the House of Lords, that interesting institution which removes a man as a judge to sit as a legislator and yet act as a judge in the highest court in the United Kingdom. His career has been marked by a passionate devotion to the protection of the rights of the individual; by a thoughtful marshalling of history and tradition to illuminate the practical affairs of the present day; and by a philosophical interest in the relationship and interdependence of law and morality. His addresses to the jury, his judgments, learned articles and speculative lectures are invariably scholarly and humane and are written with a lucidity and grace that are not always notable characteristics of the literature of the law.



DR. J. A. CORRY THE RT. HON. LORD DEVLIN

**DEAN** of the Harvard Law School since 1946, Erwin Nathaniel Griswold has been an eloquent spokesman for the rights of the individual. In a speech tracing the development of the rights of the Fifth Amendment from the time of Magna Charta, he has pointed out that the "embodiment of the privilege against self-incrimination was one of the great landmarks in man's struggle to make himself civilized". He is concerned about the imbalance that increasingly results from the concentration of research moneys in the sciences, since, as he points out, so much of the positive effort to achieve national safety and international understanding depends upon the activities of men trained in the humanities and the social sciences, and especially upon those trained in law.



DR. C. A. WRIGHT

THE HON. J. C. MCRUER

DR. E. N. GRISWOLD

**CHIEF JUSTICE** of the High Court of Justice of Ontario, the Hon. James Chalmers McRuer demonstrated his qualities of courage and integrity soon after his call to the Bar. *In 1916 he went to France as a lieutenant in the Canadian Field Artillery; the next year he was wounded and invalided home; on recuperating, he volunteered again and was in the fighting lines until the end of the war. He specialized in the prosecution of financial frauds and combines. He was on a commission that investigated penitentiary reform and later served as Chairman of the Royal Commission on insanity as a defence in criminal cases, and on the criminal law relating to psychopathic offenders. The unifying principle of his multifarious services has been a passion for justice and fair play.*

**100th BIRTHDAY** celebrations for the Ontario Veterinary College at Guelph included a Centennial Convocation at which Toronto LL.D. degrees were conferred in four men who have made rich contributions to veterinary science on both sides of the Atlantic. They were:

Dr. Joseph Dufresne, dean of l'Ecole de Médecine Vétérinaire in Quebec;

Dr. William Arthur Hagan, director of the National Animal Disease Laboratories, U.S. Department of Agriculture;

Sir John Neish Ritchie who was knighted in 1961 for his work in Scotland and later as chief veterinary officer of the British Ministry of Agriculture;

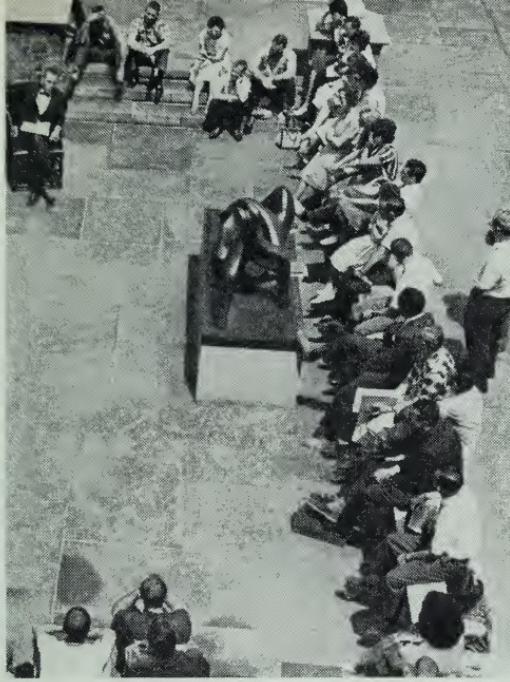
Dr. Francis William Schofield who, since retiring as an O.V.C. professor and research scientist, has worked among the needy in Korea.



**PREMIERS** of Ontario and Quebec, no strangers to floodlights and flashes, were relaxed subjects for the photographers before receiving their degrees from the Chancellor, Dr. F. C. A. Jeanneret, who is seated with the Hon. J. Keiller Mackay, the Lieutenant Governor, at right.

Mr. Lesage, the cultural revolutionary leading Quebec through a stirring period of transition, and Mr. Robarts, the Queen's Park neighbor with whom formality dissolves into friendliness, both addressed Convocation.





## Preview of Summer, 1963

MORE THAN FOUR THOUSAND STUDENTS working towards degrees and certificates will be on campus this summer along with almost three thousand others who will be taking special non-credit courses, joining in seminars and symposiums, doing research, and working by themselves. On average, the men in shirtsleeves and women in summer frocks will be a few years older than the undergraduates of the winter session. Because of their tastes and because of the weather they won't build ice palaces, initiate freshmen, or turn out for football. They will, however, have other extra-curricular joys. For them Varsity will be a university in fact as well as name.

Three men have had key roles in creating a satisfying university atmosphere for the summer session. They have been the Director of University Extension, Professor Carl Williams, and two Associate Directors—John Kidd, and George Boyes who joined the staff after Mr. Kidd's death a year ago.

The 1963 class will be the third to benefit from their new approach to summer study. Some blanks on this year's schedule remain to be filled. There will be substitutes for some of last year's events and for some of last year's personalities. But the pattern will be much as it was in 1962:

The President's Lectures in Convocation Hall presented the views of three major world powers on the road-blocks to peace.

The Soviet position was explained by Dr. Philip E. Moseley, director of studies at the Council on Foreign Relations, New York, and Adjunct Professor of international relations at Columbia University's Russian Institute.

The U.S. viewpoint was presented by Eugene Patterson, editor of the *Atlanta Constitution*.

Spokesman for the neutralist position was Dr. Amiya Chakravarty, professor of comparative Oriental religion and literature at Boston University and a former adviser on the Indian delegation to the United Nations.

For a series of less formal noon-hour conversations, students gathered in Hart House quadrangle and heard Professor Marcus Long interview some interesting visitors.

Summer school began with a get-together evening in the Great Hall of Hart House. Throughout the six-week course, Hart House opened its doors on Wednesday evenings for dancing, bridge, films, classical records and swimming from 9 p.m. to midnight.

Other special events included noon-hour film showings, productions in

Hart House Theatre, a talk on teaching machines by Professor John Paul of University of Western Ontario, and a tour of Toronto's Educational Centre.

The Students' Administrative Council prepared a handbook for summer students, and opened its housing service and book exchange for their benefit. The summer students also had their own undergraduate committee.

Men's and women's residences and dining halls were open. The lawns were a favourite spare-time resort, and for the benefit of older students particularly, folding chairs were set up across from Hart House. Both the Benson Building and Hart House made their swimming pools available.

Thirteen hundred men and women registered in Extension courses leading to a Bachelor of Arts degree. Enrollment was 11 per cent over 1961.

For high school teachers seeking specialist certificates, the Division gave intensive six-week courses in chemistry, English, geography, mathematics and physics. Registration jumped from 56 in 1961 to 154.

Three thousand other high school teachers were at the Ontario College of Education, taking a range of courses leading to graduate degrees or teachers' certificates.

The Division of University Extension also offered a new three-week engineering course in the structure and properties of metals and alloys. It repeated a Forestry summer course in wood technology.

In the Faculty of Music, a course in music education brought the famous

(Continued after three picture-pages)

## President's Lecturers



*Top:*

Philip E. Moseley

*Middle:*

Amiya Chakravarty

*Right:*

Eugene Patterson





## Alcoholism Fighters ...

Dr. Erik Jacobsen, the Dane who discovered Antabuse, is seen *left, below*, at reception (tomato juice) marking the start of summer course on Alcohol Problems. With him is S. R. Stevens, chairman of Ontario's Alcoholism and Drug Addiction Research Foundation.

Another pioneer in the fight against alcoholism, Dr. E. W. Jellinek, is seen *above*, second from right.



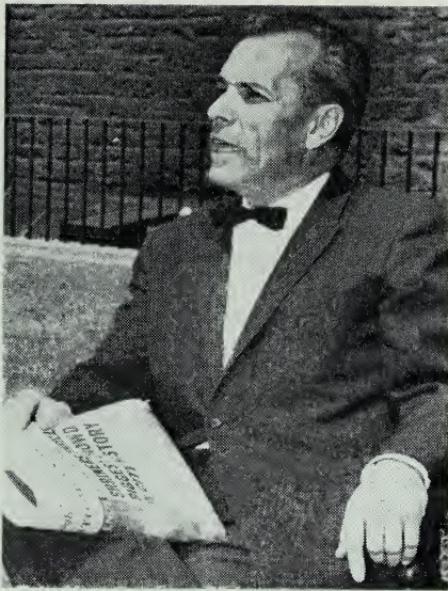
## Noon: Good Talk in a Sunny Quad...

Photographs on this page and on the first and last pages of the article illustrate one of the most popular summer extra-curricular activities.

On several occasions students take their noon-hour sandwiches to the Hart House quadrangle where Professor Marcus Long interviews interesting people with interesting things to say.

Percy Saltzman, *right*, seen without the spectacles which are his trade-mark on CBC television, was one of last year's guests. Sir Ernest MacMillan was another. Professor Long with his third guest—the British novelist, Angus Wilson—and some of the audience they attracted are seen *below*.

Hart House itself, with an Information Centre run by Mrs. Dorothy Deane, is the principal rallying point for students taking summer courses.



*(Continued from page 24)*

German composer and educator Carl Orff to Toronto on his first trip across the Atlantic. Other courses were offered in medicine, nursing, social work, library science and graduate studies.

Libraries and laboratories were kept busy as staff, graduate students and, to an increasing extent, undergraduates took advantage of the vacation period for study and research.

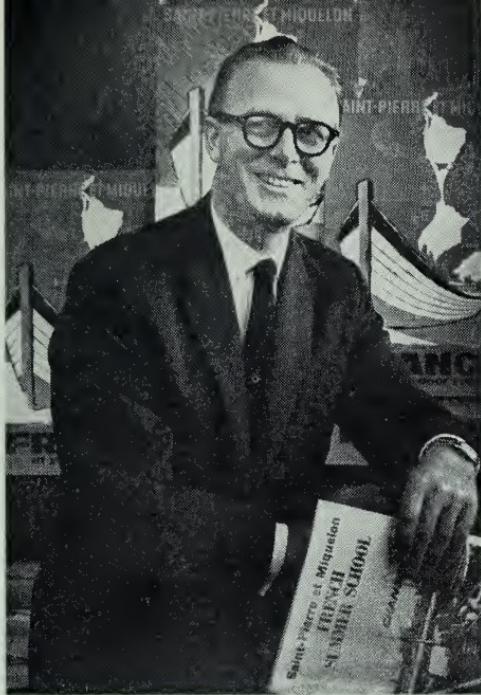
Three unusual courses were offered for the first time. One was a Summer School of the Theatre directed by Robert Gill, assisted by Professor Elizabeth Kimberly, assistant head of the department of drama at Carnegie Institute of Technology. Their class of 44 included 12 teachers, several professional or semi-professional per-

formers, an exchange student from Borneo and a taxi driver. The course proved successful as well as popular and will be repeated this summer.

Also re-scheduled is the School of Business Executive Seminar. Last year 19 senior executives were in the class which lived and dined in Elmsley Hall, the St. Michael's College residence. Through the day and far into the night they concerned themselves with trends in Canadian business, exchanging ideas with professors and leaders in government and industry.

Fifty-seven men and women—most of them nurses, doctors, social workers, probation officers, clergymen or teachers attended Canada's first summer course in alcohol problems. They were in residence at University College for two weeks.





Preview of Summer, 1963 (II) :

## France Is an Off-Shore Island

**O**N A SEGMENT of France 60 minutes from Nova Scotia the University of Toronto has 5,000 enthusiastic volunteer teachers. They are the islanders of St. Pierre, where Varsity conducts an effervescent summer school in spoken French.

The new campus began operation in 1960. St. Pierre was chosen as the site because politically and culturally it still is part of France, the last remnant with its sister island Miquelon of a great North American empire. The language spoken there is comparable

to the best continental French, and over four centuries few customs have surrendered to foreign influence.

"For travellers by plane, the transition from the typically North American city of Sydney, Nova Scotia, to the harbour of St. Pierre—with its quaint town nestling on a hill, its winding streets, its gendarmes and douaniers in uniform, its lively French voices, its cafés—the transition is so sudden and unexpected that one is left with the impression of having indeed

*(Continued after two picture-pages)*

*All photographs for this article, except his own (at top of page) were taken for VARSITY GRADUATE by Professor C. R. Parsons last summer.*



St. Pierre's 10 square miles lie in the Gulf of St. Lawrence 17 miles off the Newfoundland south coast. Since the 16th century, fishing has been the main

industry: Jacques Cartier passed Breton ships near St. Pierre on his way to the St. Lawrence in 1535. In 1960, Varsity's first summer class was booked for the

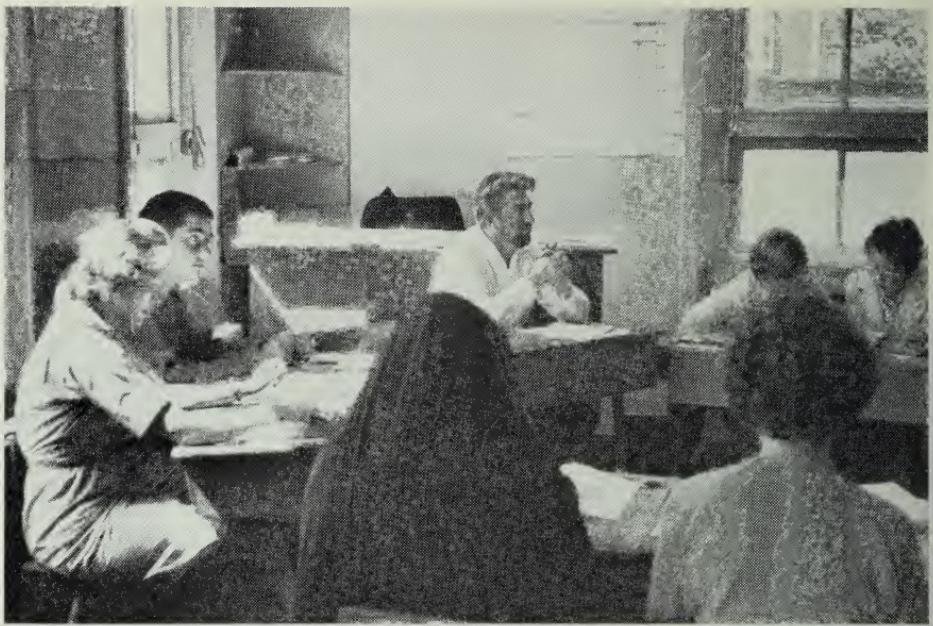




18-hour voyage from Sydney. But, when sailing day arrived, their vessel was limping somewhere in the Gulf with one engine out of commission. Air transport

was laid on and Professor Parsons met the trains and planes reaching Sydney from Toronto to re-direct his students. They've gone by air ever since.





The lessons learned in sunlit classrooms by Professor Parsons' summer students are tried out later on the agreeable people of the town. . . .



crossed the ocean, without being able to explain logically how the miracle was performed." This description comes from Professor C. R. Parsons, director of the Oral French Summer School and a member of the University College department of French.

The St. Pierrais, an hospitable people, welcome . . . (*continued below*)

keep a parental eye on the younger arrivals.

The School's special position is summed up in a remark frequently heard. "But you are not a tourist," a local resident will say; "you are a student!"

French summer courses are not new to Varsity. Thirty-five years ago the



Professor Parsons (who grew up there) and the summer visitors he brings. The School provides a change of pace after the dreary Atlantic winter.

Students room and board in the homes of fishermen, storekeepers and civil servants. Family meals are appetizing and filling. Lodgings generally are as comfortable as those found in any small Ontario town. Students find themselves adopted by their hosts who take them on family excursions and

Chancellor, then Professor F. C. A. Jeanneret, founded in Quebec the first summer school in oral French organized for teachers by the Ontario Department of Education. He directed the school for 15 years. Since then, five other Canadian universities have started successful summer courses in Quebec and New Brunswick.

St. Pierre's isolation—the fact that it is virtually cut off from outside linguistic interference—appealed to the



Sidewalk *cafés*? Of course! *Gendarmes*? *Naturellement!* But the St. Pierrais don't let their love of the old ways blind them to significant social developments elsewhere. At dances in the town, summer students discovered *le twist* was old stuff.



**Right:** This photograph was taken as students rehearsed for one of the summer's big events. The Class of 1962 wrote, directed, and produced their own full-length French musical revue which poked fun at local situations and personalities. All the students took part as actors, singers, stage hands or scenery painters. The citizens of St. Pierre packed their 400-seat theatre for two performances and appeared to thoroughly enjoy the lampoon.

Summer School founders. As soon as he arrives in this tight little community, the student pledges to speak nothing but French while he's there. Local merchants, even those who can speak English, co-operate. As a result, there is not much of a gap between formal instruction in the classroom and practical use of French outside.

In its third year last summer the School introduced two new courses. One was four weeks in conversational French for beginners. The other was a six-week credit course for high school teachers working toward a specialist's certificate and for students registered in universities using the credit system. The original advanced course in oral French also was continued.

Enrolment doubled to 72 students. They came from as far as British Columbia. The majority were teachers and undergraduates, but there were some high school students and a sprinkling of older professional men and women. These included an eye specialist, the personnel manager of a large Canadian company, a social worker, and a Montreal businessman



who brought his wife for an unusual vacation.

This summer the six-week credit course will run from July 13 to August 25. The four-week courses will start two weeks later and also end August 25. (Details may be obtained from Professor Parsons or the Division of University Extension.)

The Summer School uses one of St. Pierre's secondary school buildings as headquarters.

Five mornings a week are spent in class, studying French language, literature, drama and culture. Students are divided according to their ability to speak French, and beginners spend extra time with grammar and pronunciation. The mornings begin with



All work and no play is not the way of life on St. Pierre in summer. In any event, one may practice French as zestfully in a *bateau* or on *la plage* as *dans l'école*.



a sing-song which includes current hit tunes heard on the local radio as well as old favourites like "Alouette".

Most courses are given by local high school teachers or by a visiting professor from France. Last year Professor Parsons and Professor R. W. Jeanes of Victoria College were the only Canadians on staff.

On weekends and on many afternoons, students swim, enjoy the sun, go off on picnics and hikes. Some go fishing—or "squid-jigging for mackerel" as they say in that part of the world.

There are movies—and shops well supplied with perfumes and other products from continental France at duty-free prices. There are local celebrations: this year the second day of the four-week course is Bastille Day.

As time passes, students gain confidence in their French. This, says Professor Parsons, is especially important for Anglo-Saxons who are notably shy about speaking foreign languages.

When negotiations opened for establishment of the School, the Governor immediately offered to exempt summer students from tourist tax. Enthusiastic support has come from Francis Leroux, president of the St. Pierre Syndicat d'Initiatives, the tourist bureau. This attitude has prevailed right down the line to individual customs officers and gendarmes, many of whom are on tours of duty from France.

The island's administration deserves much of the credit for the success of Varsity's East Campus, eleven hundred miles from Simcoe Hall.



St. Pierre's farewells are said by Monsieur Leroux, the O.C. tourists: "Safe home. Return soon. *Au revoir.*"

# UNIVERSITY OF TORONTO

THE STORY of the University year 1961-62, in strictly financial terms, is presented in the audited annual statements included in this report. However, such statements cannot begin to tell all of the interesting stories which lie behind the final figures, so a few of the events of the year are described herein in greater detail.

## Enrolment

The student population in Canadian universities is increasing faster than was expected five or six years ago and reports and projections of enrolment are frequently in the news. A brief explanatory comment concerning these evidently contradictory statistics may be helpful.

The Dominion Bureau of Statistics publishes an annual report of "Fall Enrolment in Universities and Colleges" which reflects the registration, as of December 1st, of "full-time" students only. The listing for the University of Toronto does not include but is followed by separate listings for each of the Federated Universities and Colleges which contain both Arts and Science and Theology students; figures for the Ontario College of Education are buried in the University of Toronto total.

Official enrolment figures as published in the President's Annual Report (but not in the portion reproduced in this issue) differ from those released by D.B.S. in that they do include, in the Faculty of Arts and Science, the students in that

# FINANCIAL REPORT, 1961-62

Faculty who are enrolled in the three Federated Universities, they include the "part-time" students enrolled in our regular degree and diploma courses and they reflect the situation as of a somewhat earlier date in the fall, when registration, especially in the Graduate School, is not yet final and complete. Statistics for O.C.E. appear separately, but are included in the total.

For distribution of Federal grants to universities, D.B.S. "full-time" enrolment is used, but certain courses leading to undergraduate "diplomas" rather than "degrees"—such as Physical and Occupational Therapy—are deleted.

What differences do these factors make in the final totals? They are substantial. For the year 1961-62 we report an enrolment of 16,681 in the winter session (and a further 4,145 in the summer session). The D.B.S. report shows 8,925 at the University of Toronto and a further 3,707 at Victoria, St. Michael's and Trinity (excluding 230 in Theology)—a total of only 12,632. The Federal grant calculation included only 8,294 students—including 852 at O.C.E. By special local arrangements, only a small administrative proportion of the O.C.E. grant is retained for the general operations of the University, but we do receive from the Federated Universities a share of their Federal grants for students receiving tuition in faculties of the University.

In addition to the regular University students included in one or more of the above statistical reports there are more than 6,000 people of all ages enrolled in the Conservatory's School of Music and approximately 10,000 taking non-credit courses through the Extension Division.

Projections of future enrolment have tended to be too conservative and each revision seems to be higher than the previous figure. During 1962 in the light of the most recent information available, the 1970 enrolment plans of most Ontario universities were again enlarged and the University of Toronto's principal share of the projected increase was the addition of approximately 2,000 students in the School of Graduate Studies. In terms of staff requirements, equipment, research space and library space, this will be equivalent to a very much larger number of undergraduate students, but we welcome the increase, because many more graduate students are urgently needed to meet our own staff requirements.

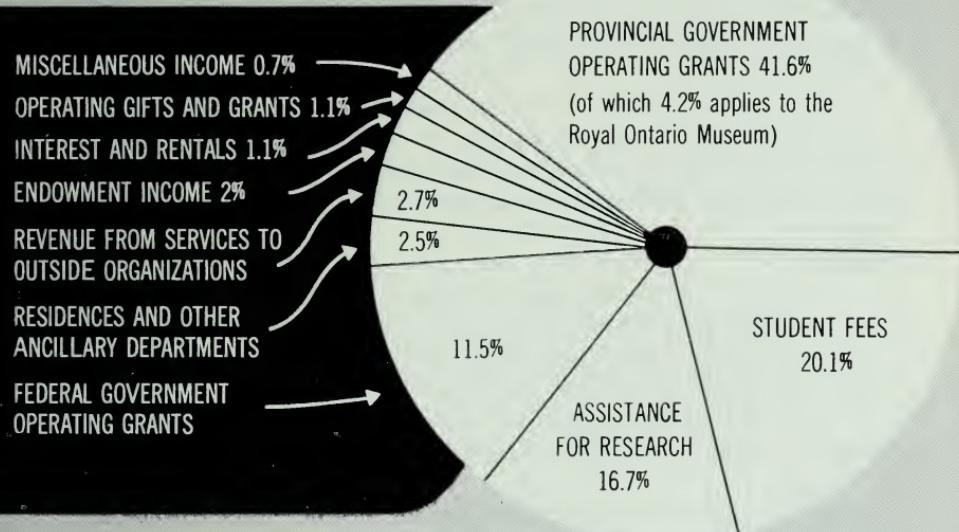
Changes in enrolment from 1960-61 to 1961-62—on the basis of the University's own official figures—may be summarized as follows:—

	Enrolment		Increase or (Decrease)
	1962	1961	
<i>Full-time students</i>			
Arts and Science—including Federated Colleges	5,691	5,160	531
Applied Science and Engineering	1,486	1,692	(206)
Medicine (including Rehabilitation Medicine)	1,094	1,052	42
Graduate Studies	1,081	1,091	(10)
Other smaller Faculties, Schools, etc.	2,280	2,149	131
Total full-time	11,632	11,144	488
<i>Part-time students</i>			
Arts and Science (Extension Division)	2,214	2,062	152
Business (Certificate courses—Extension)	691	603	88
Graduate Studies	625	610	15
Medicine (Post-graduate)	401	337	64
Other	96	66	30
Total part-time etc.	4,027	3,678	349
Total University—not including O.C.E.*	15,659	14,822	837
Ontario College of Education—Full-time	832	661	171
—Part-time	190	141	49
Total University—including O.C.E.	16,681	15,624	1,057

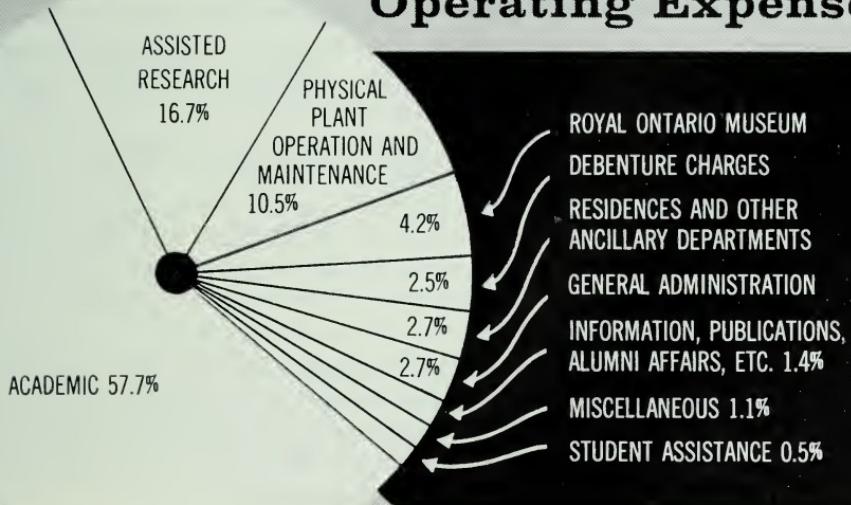
\*Note: The operating revenues and expenses of Ontario College of Education are not included in the financial statements presented in this report.

In Applied Science and Engineering, after four successive years of decreased enrolment in "first year", 1961-62 registration in the freshman class showed a slight gain, but because the classes advancing to second, third and fourth years were in each case smaller than the previous year's class, the total for the Faculty showed a net loss of 206 students. Registration in the fall of 1962 confirms,

# Current Operating Income 1961-62



# Current Operating Expenses



however, that the downward trend has been reversed and that in a year or two, with a succession of increasing classes, the total enrolment in the Faculty should show a sharp rise. Plans for the Faculty submitted in 1957 envisaged a maximum enrolment of approximately 3,600.

Enrolment in the School of Graduate Studies showed a gain of 15 part-time and a loss of 10 full-time students, but these figures are distorted by delays in completing fall registration. By May 1962 the total showed an increase of 121 from the previous May.

The major growth of the University's student numbers during the next eight or ten years is expected in the Faculty of Arts and Science, the Faculty of Applied Science and Engineering and the School of Graduate Studies. By 1970 a total enrolment of approximately 25,000 must be anticipated.

## Student Aid

In releasing the 1961-62 report prepared by his office's Department of Awards, the Registrar of the University, Mr. Robin Ross, has explained that the more complete information available this year regarding awards made by "outside groups" is responsible for an apparent increase in student aid in comparison with amounts reported a year ago, but the *proportion* of students receiving some form of financial aid (33.3%) seems to be essentially the same as last year.

The average value of awards to graduate students has increased by 16%, those to undergraduates by 11%, offsetting to some extent at least the rising fees and other education costs. The awards known to the Registrar's office were as follows:—

Academic Level	No. of Awards	No. of Students Assisted	Value of Aid	Average per Student Aided	Percent of Student Body Aided
Undergraduate	5,578	3,508	\$1,739,896	\$495	34.7
Graduate	666	597	571,809	957	26.0
1962 Total	6,244	4,105	\$2,311,705	\$563	33.3
1961 Total	4,544	3,636	\$1,799,890	\$495	31.0

If allowance is made for the more complete reporting of aid coming from outside groups there has been little change in the sources of the awards—Governments provide 47.3% and outside groups 20.5%; from within the University, awards by individual Faculties and Colleges account for 21.8% and overall University awards account for the remaining 10.4%.

Similarly the relative dependence on scholarships, bursaries and loans has not changed materially since a year ago. For undergraduate students 48.6% of the financial aid was provided as bursaries, 24.8% as scholarships and 26.6% as repayable loans. It is still true that first year students receive the highest proportions of scholarships (36.8%) and bursaries (53.4%) and place least reliance on loans (9.8%). By way of contrast, fourth year students obtain 38.5% of their aid through loans, 44.2% from bursaries and only 17.3% from scholarships.

## **Expansion Programme**

The President has referred, in his Annual Report, to the difficult problem of obtaining a sufficient number of additional academic staff members to meet the needs of expanding enrolment. This financial report will refer primarily to the other principal aspect of the programme—the expansion of our physical facilities.

In the first four years of the present expansion period—1957–1961—we saw the completion of the new Dental Building, an addition to the Canadiana Gallery and Archives Building, a new building for the University Press offices and Bookstore, the first sections of a suburban laboratory for the Institute of Aerophysics, the Benson Building for Women's Athletics, the final quarter of Whitney Hall Women's Residence, a very large addition to our Central Power Plant and its distribution system for heating and lighting our new and proposed buildings, and the installation in the Wallberg Building of a small sub-critical nuclear "reactor" for teaching purposes.

In the year 1961–62 we obtained the use of the new Galbraith Building (Engineering), Sidney Smith Hall (Arts and Science), a new home for Architecture in the former Dental Building, an "on campus" home for Law in Flavelle House and its large new library and classroom wing, and, at the year's end, an addition to the Best Institute (Medical Research) and the Edward Johnson Building (Faculty of Music and Opera School).

During the year substantial progress was also made on the new Lash Miller Chemical Laboratories, and the Pharmacy Building, and work was started on the University College Library wing, which will complete the quadrangle, and on major alterations and additions to the old Economics Building on Bloor Street for the Royal Conservatory's "School of Music".

Since June 30th, 1962 construction of the large new Zoology Building has started and much of the design work for the 14-storey Physics Building and for New College—our first new residential college—has been completed. Other projects, the largest one of which will provide enlarged Library facilities, are also progressing through the planning stages. Shortly after June 30th the installation of a large new IBM 7090 electronic computation system, principally

*(Continued on page 60)*

# BALANCE SHEET

(with comparative)

**ASSETS****I Current Operating Funds**

	June 30	
	1962	1961
Cash		
Due from capital funds and trust and endowment funds (per contra)	\$ 409,471	\$ 467,138
Investments—see note 2 (market value \$754,430 in 1962 and \$1,550,557 in 1961)	467,944	176,495
	<u>755,648</u>	<u>1,553,377</u>
	<u>\$ 1,633,063</u>	<u>\$ 2,197,010</u>
Accounts receivable:		
Fees and residence dues	\$ 3,885	\$ 7,525
Due from subsidiary organizations	30,064	22,609
Other accounts receivable and recoverable expenditures	433,967	405,419
	<u>\$ 467,916</u>	<u>\$ 435,553</u>
Stores and supplies	<u>\$ 186,699</u>	<u>\$ 192,834</u>
Prepaid and deferred expenses	<u>\$ 247,248</u>	<u>\$ 102,058</u>
	<u><u>\$ 2,534,926</u></u>	<u><u>\$ 2,927,455</u></u>

**II Capital Funds**

Cash	\$ 45,143	\$ 147,027
Special funds on deposit for capital purposes	<u>\$ 3,789,574</u>	<u>\$ 2,263,870</u>
Investments held for building programme purposes—see note 2 (market value \$3,607,384 in 1962 and \$6,361,597 in 1961)	<u>\$ 3,682,520</u>	<u>\$ 6,357,021</u>
Land, buildings and equipment—substantially at cost	<u>\$59,625,916</u>	<u>\$49,542,091</u>
West Campus properties—at cost	10,089,593	9,666,971
Construction in progress—at cost	8,450,147	8,021,667
Leased properties—at book values	595,359	595,359
	<u>\$78,761,015</u>	<u>\$67,826,088</u>
Discount on debentures—less amount written off	<u>\$ 905,806</u>	<u>\$ 1,033,485</u>
Cash and investments held for sinking funds:		
Cash	\$ 28,310	\$ 25,592
Investments—see note 2 (market value \$8,131,016 in 1962 and \$7,071,767 in 1961)	<u>8,705,311</u>	<u>7,268,697</u>
	<u><u>\$ 8,733,621</u></u>	<u><u>\$ 7,294,289</u></u>
	<u><u>\$95,917,679</u></u>	<u><u>\$84,921,780</u></u>

**JUNE 30, 1962**

(figures at June 30, 1961)

**LIABILITIES****I Current Operating Funds**

	June 30	
	1962	1961
Accounts payable and accrued charges	\$ 898,830	\$ 942,497
Due to subsidiary organizations	255,629	268,735
	<u>\$ 1,154,459</u>	<u>\$ 1,211,232</u>
Unearned income and fees paid in advance	\$ 441,236	\$ 378,966
Appropriation for major maintenance and renovations	672,348	800,630
Operating departments' reserves	81,456	88,924
Unexpended appropriations	91,296	103,937
Net income carried forward—statement 2	94,131	343,766
	<u>\$ 1,380,467</u>	<u>\$ 1,716,223</u>
	<u><u>\$ 2,534,926</u></u>	<u><u>\$ 2,927,455</u></u>

**II Capital Funds**

Due to current funds (per contra)	\$ 90,087	\$ 35,661
Construction accounts payable and holdbacks	1,425,202	1,552,030
Mortgages payable	2,350	6,250
3½% debentures due April 15, 1969	11,500,000	11,500,000
3% debentures due August 15, 1970	7,500,000	7,500,000
Total liabilities on capital account	<u>\$ 20,517,639</u>	<u>\$ 20,593,941</u>
Trust funds to be expended on building programme—statement 3:		
For general purposes	5,457,057	7,143,894
For specific purposes	1,960,911	1,152,059
General endowment in capital assets—statement 3	67,982,072	56,031,886
	<u><u>\$95,917,679</u></u>	<u><u>\$84,921,780</u></u>

**(Statement 1 continued on next two pages)**

# **BALANCE SHEET**

**(with comparative**

## **ASSETS**

### **III Trust and Endowment Funds**

	June 30	
	1962	1961
Trust fund assets:		
Cash	\$ 622,501	\$ 686,973
Student loans receivable	213,813	190,041
Pooled investments held for trust liabilities—see note 2 (market value \$15,741,022 in 1962 and \$14,476,907 in 1961)	17,378,330	15,704,181
Investments held for specific trust liabilities—see note 2	9,638,829	9,548,165
	<hr/> \$27,853,473	<hr/> \$26,129,360
General endowment assets:		
Cash	\$ 47,069	\$ 47,106
Investments held for general endowment—see note 2 (market value \$1,406,128 in 1962 and \$1,459,019 in 1961)	1,538,264	1,540,227
Loans to subsidiary organizations	680,000	678,000
	<hr/> \$ 2,265,333	<hr/> \$ 2,265,333
Assets held in safekeeping for subsidiary organizations and others:		
Cash	\$ 8,408	\$ 35,194
Investments	9,700,433	8,262,920
	<hr/> \$ 9,708,841	<hr/> \$ 8,298,114
	<hr/> \$39,827,647	<hr/> \$36,692,807

**JUNE 30, 1962****figures at June 30, 1961)****LIABILITIES****III Trust and Endowment Funds**

Trust fund liabilities:

Endowed faculty and departmental funds for specific operating purposes (including funds acting as endowments)—statement 4

Endowed funds for student awards, lectureships, research etc.—statement 4

Expendable funds, including income on endowed funds, available for student awards, lectureships, research, pension funds, etc.—statement 4

Due to current funds (per contra)

	June 30	
	1962	1961
Endowed faculty and departmental funds for specific operating purposes (including funds acting as endowments)—statement 4	\$ 8,013,231	\$ 8,063,912
Endowed funds for student awards, lectureships, research etc.—statement 4	<u>11,697,117</u>	<u>11,273,708</u>
	<u>\$19,710,348</u>	<u>\$19,337,620</u>
Expendable funds, including income on endowed funds, available for student awards, lectureships, research, pension funds, etc.—statement 4	7,765,268	6,650,906
	<u>\$27,475,616</u>	<u>\$25,988,526</u>
	<u>377,857</u>	<u>140,834</u>
	<u>\$27,853,473</u>	<u>\$26,129,360</u>

General endowment liabilities:

General endowment—statement 4

	\$ 2,265,333	\$ 2,265,333
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Liability for assets held in safekeeping (per contra)

	\$ 9,708,841	\$ 8,298,114
	<u>\$39,827,647</u>	<u>\$36,692,807</u>

# AUDITOR'S REPORT

*To the Governors of the*

UNIVERSITY OF TORONTO:

We have examined the balance sheet of the University of Toronto as at June 30, 1962 and the statement of current operating income and expense and income carried forward, summary of capital funds and summary of trust and endowment funds for the year ended on that date. Our examination included a general review of the accounting procedures and such tests of accounting records and other supporting evidence as we considered necessary in the circumstances.

In note 2 to the financial statements reference is made to the basis of establishing the carrying value of bonds and debentures acquired as a result of re-investment of the proceeds from sale of securities of approximately equivalent investment quality. While this practice is not in common use and therefore cannot be said to be a generally accepted accounting practice, we consider it appropriate in the circumstances.

With this explanation we report that in our opinion the accompanying balance sheet, statement of current operating income and expense and income carried forward, summary of capital funds and summary of trust and endowment funds, read in conjunction with the notes thereto, present fairly the financial position of the University as at June 30, 1962 and the results of its operations for the year ended on that date.

CLARKSON, GORDON & CO.

Chartered Accountants.

Toronto, Canada,  
November 9, 1962.

# NOTES

UNIVERSITY OF TORONTO: Notes to Financial Statements, year ended June 30, 1962:

**1.** The financial statements do not include the income or expense of the following subsidiary organizations, nor their assets and liabilities (except to the extent that the buildings used by certain of these organizations are included in the capital funds section of the balance sheet and securities owned by them are held for safekeeping):

Connaught Medical Research Laboratories  
Hart House  
Ontario College of Education  
Royal Conservatory of Music of Toronto  
Scientific Development Committee (including the Insulin Committee)  
Students' Administrative Council  
University of Toronto Athletic Association  
University of Toronto Press  
University of Toronto Women's Athletic Association

**2.** Investments owned by the University are shown on the balance sheet at amortized cost plus accrued interest, with the following exceptions:

In the case of \$1,440,214 of investments held in an investment pool for building programme purposes, which were formerly held specifically for certain of the building trust funds, cost is taken as market value at the dates at which these investments were pooled.

In the case of investments held in a common pool for a number of trusts,

or in the case of a large pool of investments held for a specific trust, or for general endowment, where securities are purchased out of the proceeds of sale of other securities of approximately equivalent investment quality, cost is taken as the purchase price of the new investment plus or minus the difference between book value and selling price of the securities sold. The latter difference is amortized according to the maturity dates of the securities sold.

Certain investments held for specific trusts are shown at amortized cost or values assigned at acquisition.

Investments held for sinking fund include \$1,765,000 par value of University of Toronto debentures at a book value of \$1,654,725.

**3.** The cost of acquisition of new properties and of construction and initial equipping of new or rehabilitated buildings (which amounted to \$11,104,927 in 1962 and \$12,484,870 in 1961) has been added to fixed asset accounts under capital fund assets. In accordance with the University's normal practice, the statement of current operating income and expense does not include a charge for depreciation of capital assets, but it does include charges for replacement or additional equipment for other than new or rehabilitated buildings.

**4.** The estimated cost to complete buildings under construction at June 30, 1962, or started subsequently, including equipment appropriations therefor, is \$8,800,000.

**STATEMENT OF CURRENT OPERATING INCOME  
YEAR ENDED  
(with comparative figures for  
INCOME)**

	Year ended June 30, 1962			Year ended June 30, 1961		
	\$	\$	%	\$	\$	%
Student fees		5,063,813	20.1		4,950,433	21.5
Endowment income from:						
—general endowment	88,480			81,133		
—endowment trust funds for specific purposes	415,840	504,320	2.0	307,157	388,290	1.7
Government grants for specific operating purposes	168,256			176,648		
Gifts for operating purposes	115,651	283,907	1.1	108,606	285,254	1.2
Interest and rentals from proceeds of 1969 "West Campus" debentures	114,284			166,070		
Other interest and rentals	168,511	282,795	1.1	161,211	327,281	1.4
Miscellaneous		166,346	0.7		151,237	0.7
Residences and other ancillary departments		622,752	2.5		570,505	2.5
Revenues from services to outside organizations		676,025	2.7		539,854	2.4
		7,599,958	30.2		7,212,854	31.4
Government grants for general operating purposes—						
Federal University grants		2,918,783	11.5		3,097,883	13.5
Province of Ontario (including statutory grants of \$507,000 and less \$250,000 in 1961 paid to York University)		10,500,000	41.6		9,257,000	40.3
		21,018,741	83.3		19,567,737	85.2
Grants and gifts for assisted research		4,216,594	16.7		3,387,466	14.8
		25,235,335	100.0		22,955,203	100.0

**AND EXPENSE AND INCOME CARRIED FORWARD**  
**JUNE 30, 1962**  
**the year ended June 30, 1961)**

**EXPENSE**

	Year ended June 30, 1962			Year ended June 30, 1961		
	\$	\$	%	\$	\$	%
Academic—Statement 3		14,587,082	57.7		13,059,482	58.6
General administration		690,129	2.7		595,734	2.7
Operation and maintenance of physical plant		2,647,801	10.5		2,375,417	10.6
Information, publications, Alumni affairs, etc.		350,118	1.4		316,671	1.4
Student assistance		130,431	0.5		130,039	0.6
Miscellaneous		285,947	1.1		236,674	1.1
Residences and other ancillary departments (including building costs)		679,280	2.7		610,198	2.7
Total University operating expense		19,370,788	76.6		17,324,215	77.7
Interest on 1969 debentures	402,500			402,500		
Interest and discount on 1970 debentures	235,714	638,214	2.5	235,714	638,214	2.9
Royal Ontario Museum (including building costs, less direct income)		1,059,374	4.2		934,717	4.2
Assisted research		21,068,376	83.3		18,897,146	84.8
		4,216,594	16.7		3,387,466	15.2
		25,284,970	100.0		22,284,612	100.0
Net income or (deficit) for the year before the following		(49,635)			670,591	
Appropriation for major maintenance and renovations		200,000			330,000	
Net income or (deficit) for the year		(249,635)			340,591	
Net income carried forward from prior year		343,766			3,175	
Net income carried forward to following year		94,131			343,766	

**Statement 3****University**

**ACADEMIC**  
**YEAR ENDED**  
**(with comparative total figures)**

	Salaries and wages	Pension costs	Equipment and apparatus
Faculty of Arts and Science	\$ 3,894,238	\$170,772	\$ 57,432
University College	689,683	35,066	4,161
Faculty of Applied Science and Engineering	1,590,616	69,122	63,090
School of Architecture	247,877	11,853	4,373
School of Business	144,428	6,109	1,852
Institute of Child Study	160,681	8,754	1,757
Faculty of Dentistry	735,512	24,052	4,324
Faculty of Forestry	124,568	6,177	3,476
School of Graduate Studies	42,638	3,796	255
Faculty of Household Science	142,656	8,813	2,762
School of Hygiene	342,455	20,802	8,066
Faculty of Law	173,887	7,592	12,682
Faculty of Medicine	1,500,111	69,574	23,476
Faculty of Music	197,984	7,410	14,669
School of Nursing	155,588	10,265	357
Faculty of Pharmacy	155,689	7,090	13,087
School of Physical and Health Education	32,726	1,298	252
School of Social Work	224,022	12,448	1,926
Division of University Extension	477,723	7,885	347
Department of Athletics and Physical Education	162,264	6,729	1,417
Library	701,769	23,147	280,376
Banting and Best Department of Medical Research	238,443	13,758	13,213
Computation Centre	61,671	1,019	
University Research			
Moving expenses—academic staff			
Travelling expenses—new academic staff			
Examination supplies			
Total academic expenses	<u><u>\$12,197,229</u></u>	<u><u>\$533,531</u></u>	<u><u>\$513,350</u></u>

**EXPENSE**

**JUNE 30, 1962**  
**for the year ended June 30, 1961)**

Materials and supplies	Miscel- laneous and general	Total expenses	Comparative 1961 total expenses	Assisted research expenditures	
				Year end June 30, 1962	Year end June 30, 1961
\$175,755	\$ 21,602	\$ 4,319,799	\$ 3,771,967	\$1,003,953	\$ 781,145
3,850	6,764	739,524	672,565		
90,113	17,263	1,830,204	1,716,895	728,302	597,554
6,570	1,675	272,348	242,859	364	4,232
4,366	7,344	164,099	141,535		
6,254	3,692	181,138	169,076	52,769	37,801
92,118	42,295	898,301	771,375	81,069	54,446
6,486	14,407	155,114	153,929	11,514	11,861
5,012	71,600	123,301	118,369		
7,969		162,200	158,600	6,781	4,130
13,761	2,900	387,984	355,482	241,267	195,682
3,515	5,201	202,877	179,210		7,840
97,295	32,435	1,722,891	1,606,721	1,788,555	1,394,373
4,783	43,569	268,415	214,977		520
2,978	1,210	170,398	151,374	8,711	7,436
21,630	4,770	202,266	182,613	19,589	42,195
3,298	513	38,087	33,463	11,058	21,523
5,556	7,551	251,503	226,303	35,060	29,943
1,645	78,301	565,901	520,964		
5,246		175,656	168,344		
38,226	1,200	1,044,718	870,181	1,250	
53,919	13,301	332,634	275,332	226,352	196,785
12,629	60,014	135,333	136,049		
	158,400	158,400	155,400		
	26,370	26,370	19,973		
	48,541	48,541	36,303		
	9,080	9,080	9,623		
<b>\$662,974</b>	<b>\$679,998</b>	<b>\$14,587,082</b>	<b>\$13,059,482</b>	<b>\$4,216,594</b>	<b>\$3,387,466</b>

**SUMMARY OF TRUST  
YEAR ENDED**

**Endowed Funds**

	Balance June 30, 1961	Bene- fac-tions	Net transfers and other additions and (deletions)	Balance June 30, 1962
<b>Trust Funds</b>				
Scholarships, fellowships, prizes, bursaries, loan and composite funds				
—Endowed funds	\$ 3,233,446	\$322,000	\$(22,724)	\$ 3,532,722
—Non-endowed funds				
Lectureships—Endowed funds	162,683		547	163,230
—Non-endowed funds				
Departmental funds—Endowed funds	1,460,707	9,912	46,376	1,516,995
—Non-endowed funds				
Research funds—Endowed funds	6,139,724	67,298		6,207,022
—Non-endowed funds				
Miscellaneous funds—Endowed funds	277,148			277,148
—Non-endowed funds				
Pension funds—Non-endowed funds				
Sub totals—endowed funds	<u>\$11,273,708</u>	<u>\$399,210</u>	<u>\$ 24,199</u>	<u>\$11,697,117</u>
—Non-endowed funds				
Faculty and departmental endowments	<u>8,063,912</u>		<u>(50,681)</u>	<u>8,013,231</u>
Totals—Endowed funds	<u>\$19,337,620</u>	<u>\$399,210</u>	<u>\$(26,482)</u>	<u>\$19,710,348</u>
—Non-endowed funds				
	<u><u>\$19,337,620</u></u>	<u><u>\$399,210</u></u>	<u><u>\$(26,482)</u></u>	<u><u>\$19,710,348</u></u>
<b>General Endowment</b>	<u><u>\$ 2,265,333</u></u>			<u><u>\$ 2,265,333</u></u>

## AND ENDOWMENT FUNDS

JUNE 30, 1962

## Expendable Funds

Balance June 30, 1961	Benefactions	Income earned during the year	Net transfers and other additions and (deletions)	Disbursements	Balance June 30, 1962
\$ 245,623 989,654	\$ 100,879 573,741	\$ 162,886 16,606	\$ (16,922) 45,917	\$ 129,206 565,150	\$ 363,260 1,060,768
17,172	350	6,997	342	5,628	19,233
15,246	16,997	16	(750)	15,350	16,159
161,605 1,488,199	300 599,212	78,709 43,202	(135,986) 89,300	(2,585) 483,800	107,213 1,736,113
98,636 1,957,969		255,725 28,777	(67,826) 46,121	202,130 2,903,194	84,405 2,733,416
3,137 587,670	108,946	10,307 19,223	(5,095) 7,840	5,095 152,617	3,254 571,062
916,852		36,463		73,145	880,170
\$ 526,173 5,955,590	\$ 101,529 4,902,639	\$ 514,624 144,287	\$(225,487) 188,428	\$ 338,474 4,194,256	\$ 578,365 6,996,688
169,143		364,324	(343,252)		190,215
\$ 695,316 5,955,590	\$ 101,529 4,902,639	\$ 878,948 144,287	\$(568,739) 188,428	\$ 338,474 4,194,256	\$ 768,580 6,996,688
<u>\$6,650,906</u>	<u>\$5,004,168</u>	<u>\$1,023,235</u>	<u>\$(380,311)</u>	<u>\$4,532,730</u>	<u>\$7,765,268</u>

Supplementary to audited statement but *not* a part thereof.

## SUMMARY OF BENEFACTIONS AND YEAR ENDED

	SOURCE OF			
	Federal Government	Provincial Government	Municipal Government	Corporations and Industry
Scholarships, Fellowships and Prizes—				
Endowment Funds				\$ 685.00
Expendable Funds	\$ 19,039.82	\$ 4,578.74	\$ 4,200.00	\$ 195,601.20
Bursaries—Endowment Funds				
Expendable Funds		3,000.00		10,800.00
Loan Funds—Endowment Funds				
—Expendable Funds				2,200.00
Composite Funds—				
—Endowment Funds				
—Expendable Funds				
Lectureships—				
—Endowment Funds				
—Expendable Funds				500.00
Departmental Funds—				
—Endowment Funds				
—Expendable Funds	67,000.00	60,385.00	3,000.00	68,695.80
Research Funds—				
—Endowment Funds				
—Expendable Funds	3,049,433.27	94,677.86	—3,098.93dr.	140,912.32
Miscellaneous Funds—				
—Endowment Funds				
—Expendable Funds				
Sinking Funds—				
—Endowment Funds				
—Expendable Funds		1,075,000.00		
Building Funds—				
—Endowment Funds	124,672.00	6,025,000.00	240,000.00	
Total Endowment Funds				\$685.00
Total Expendable Funds	\$3,260,145.09	\$7,262,641.60	\$244,101.07	\$418,709.32

**GOVERNMENT CAPITAL GRANTS**  
**JUNE 30, 1962**

Supplementary to audited statement but *not* a part thereof.

## FUNDS

Associations and Foundations	Individuals and Estates	Joint Funds	Other	TOTAL	
				Endowment Funds	Expendable Funds
\$ 3,855.98	\$188,611.49	\$ 8,136.88	\$ 8,280.00	\$ 209,569.35	
103,421.77	154,356.82	524.06	37,852.51	..	\$ 519,574.92
..	2,500.00	77.94	10,635.00	13,212.94	..
73,448.00	3,375.00	..	17,625.00	..	108,248.00
..	49,597.75	1,257.75	..	50,855.50	..
6,000.00	23,165.00	524.06	1,308.00	..	33,197.06
..	45,752.50	..	2,610.03	48,362.53	..
13,600.00	..	..	..	..	13,600.00
..	350.00	..	16,496.80	..	17,346.80
..	3,643.84	4,192.50	2,075.98	9,912.32	..
163,915.82	84,871.07	30,211.03	121,433.58	..	599,512.30
..	67,297.29	..	..	67,297.29	..
740,114.62	119,015.13	..	581,855.91	..	4,722,910.18
21,792.50	84,027.25	..	3,126.43	..	108,946.18
..	..	..	..	..	1,075,000.00
5,000.00	..	1,838,013.00	1,253,082.00	..	9,485,767.00
\$3,855.98	\$357,402.87	\$13,665.07	\$23,601.01	\$399,209.93	..
\$1,127,642.71	\$468,810.27	\$1,869,272.15	\$2,032,780.23	..	\$16,684,102.44
Total Benefactions				..	\$17,083,312.37

**Statement 6****University****SUMMARY OF  
YEAR ENDED****Trust Funds to Be Expended on Building Programme**

	Trust funds for general programme	Trust funds for specific programmes	Total
Balance of funds June 30, 1961	\$ 7,143,894	\$ 1,152,059	\$ 8,295,953
Add:			
Grants and payments on account of grants—			
Provincial government grant for new construction	\$ 6,025,000		\$ 6,025,000
Federal government grant for computer		\$ 50,000	50,000
Canada Council grants for Arts and Music Buildings		1,203,125	1,203,125
Metropolitan Toronto grant for School of Business and School of Social Work		240,000	240,000
University's share of distributions from the National Fund for the University of Toronto	1,803,000		1,803,000
Deduct:			
Allocation to York University	(250,000)		(250,000)
Grant to Engineering Alumni Assn.	(12,000)		(12,000)
Other benefactions		164,642	164,642
Income from capital funds investments	\$ 7,566,000	\$ 1,657,767	\$ 9,223,767
Proceeds on sale of capital assets	135,791	74,342	210,133
Proceeds on sale of research equipment	600		600
Value received in connection with deferred sale of property		15,734	15,734
Transfer from trust funds for:			
Pharmacy Building		368,000	368,000
Faculty of Music—Piano Purchase Fund		46,150	46,150
Funds available through amortization against operating income of discount on 1970 debentures		56,050	56,050
Deduct transfer to general endowment in capital assets of an amount equal to disbursements on new building construction, etc., during the year	10,714		10,714
Balance of funds June 30, 1962	\$ 7,713,105	\$ 2,218,043	\$ 9,931,148
	\$14,856,999	\$3,370,102	\$18,227,101
	9,399,942	1,409,191	10,809,133
	\$ 5,457,057	\$1,960,911	\$ 7,417,968

**CAPITAL FUNDS**  
**JUNE 30, 1962**

**General Endowment in Capital Assets**

Balance June 30, 1961			\$56,031,886
<b>Add:</b>			
Trust funds and grants applied against construction of buildings and purchase of properties and equipment during the year		\$10,809,133	
Less:			
Cost of property sold under a deferred sales agreement	\$170,000	170,600	10,638,533
Proceeds on sale of capital assets	600		
Additions to endowment resulting from provisions for sinking funds for retirement of debentures—	—	—	—
Provincial grants received	\$275,000	\$800,000	
Interest on sinking fund investments	175,555	188,777	
	—	—	—
Less amortization of discount on debentures	\$450,555	\$988,777	
	10,714	116,965	
	—	—	—
Balance June, 30, 1962	\$439,841	\$871,812	1,311,653
	—	—	—
			\$67,982,072

for research use, was completed, and the "Computation Centre" acquired a new name—"Institute of Computer Science", more in keeping with its increasingly academic role.

Massey College's building, being constructed and donated by the Massey Foundation on land adjoining the campus provided by the University of Toronto has also made exciting progress toward a scheduled opening in the fall of 1963.

Plans for the new International House as an information centre and campus headquarters for "overseas students" also moved ahead and the sponsoring local Rotary Clubs continued to send in contributions to cover the cost of the building.

Toward the end of the year a start was made on development of a long-range landscaping programme to provide a proper setting for our attractive new buildings and to link the various areas together into a pleasing whole. For financial reasons, the implementation of this programme will probably be slow, but we are hopeful that a start may be possible in 1963.

It is not surprising that traffic problems—both pedestrian and vehicular—became critical in 1961–62—and that much thought and effort was directed toward their solution. The interference of our pedestrian traffic across St. George Street with the City's heavy flow of motor traffic was only a taste of what may be expected when the further large academic buildings on the West Campus come into use in the next two years, and it is to be hoped that ways may be found to finance the depressing of a section of St. George Street, permitting easy and direct connections between the old and new campuses and, at the same time, allowing a free flow of vehicular traffic.

Under some pressure from civic authorities, arrangements were made in the summer of 1962 for the creation of a number of new parking lots on sites scheduled to accommodate new buildings later in the programme, and for the introduction of parking charges for the use of these lots. Since June 30th, 1962 "paid" parking has also been introduced on the Front Campus and in other available parking areas, these new charges applying (on week days) to all staff, students and visitors. This, of course, has been an unpopular change but no alternative could be found—and the rates charged are, generally, less than commercial rates in effect in the area.

## **Capital Financing**

When the report of the University's Planning Committee was submitted in September 1957 the cost of the expansion programme was estimated at \$60,432,000. Since that time new projects have been added, more adequate

provision has been made for necessary additional scientific equipment, the nature and size of some projects has been changed and construction costs have risen: despite all efforts to the contrary the cost of the programme has increased to more than \$103,000,000—or approximately \$113,000,000 including the cost of West Campus land which was not in the original estimate.

Fortunately our National Fund Campaign exceeded its objective and we hope to realize more than \$10,500,000 for our own use, after deducting campaign costs, the 25% share of proceeds which goes to the three Federated Universities and a portion of our own share which we have given to York University.

The following table gives some indication of the probable sources of funds for the complete programme:—

Source	Probable Amount	Percentage of Total
Provincial Government—		
Annual Capital Grants (excluding Debenture Sinking Funds)	\$ 69,400,000	61.3
Special individual grants	5,400,000	4.8
“West Campus” Debenture proceeds	10,100,000	9.0
		75.1
Federal Government—		
Canada Council	6,200,000	5.5
Other agencies	1,500,000	1.3
		6.8
Metropolitan Toronto	2,400,000	2.1
National Fund	11,000,000	9.7
Other “General public” sources, including individuals, Corporations and Foundations	4,000,000	3.5
		13.2
Repayable loans, operating revenues, sale of property etc.	3,200,000	2.8
	\$113,200,000	100.0

By June 30th, 1965 a major portion of the funds from sources other than the Provincial annual capital grant will have been spent and during the final 5 years of the programme, from 1965 to 1970, when we plan to provide library facilities, medical accommodation, much of our residential college space and our men's athletic facilities, we will be dependent on the Provincial annual grants for approximately 90% of our capital funds.

Capital funds on hand on June 30th, 1962 together with \$6,025,000 of our 1962-63 Provincial capital grant, approved but not yet received, and Canada Council grants and other specific funds receivable were sufficient to finance the completion of all immediate capital projects.

## National Fund

New pledges and contributions have continued to come in at a rate sufficient to offset losses of contributions through deaths and the "financial difficulties" encountered by some of our donors. Collections in 1961-62 permitted distribution of a further \$2,404,000 to the University of Toronto and the three Federated Universities—Victoria, St. Michael's and Trinity, and at the year end the balance of outstanding pledges still collectable stood at \$5,027,256. The third of ten promised annual payments of \$240,000 each was also received during the year from the Corporation of Metropolitan Toronto on its grant for construction of a building for the School of Business and the School of Social Work.

## Current Operations

In the year 1961-62 operating expenses exceeded revenues by \$249,635—somewhat less than the budgeted deficit of \$643,529. The saving within the budget was actually larger than the \$393,894 indicated by these figures, because the appropriation of \$200,000 for periodic "major maintenance and renovation of buildings" which was made as at June 30th, 1962 had not been provided for in the budget. Revenues increased from the previous year by \$2,280,132 but expenditures increased by \$2,870,358. The balance of net income carried forward from the previous year—\$343,766—was sufficient to absorb the operating deficit and leave a small balance—\$94,131—of net income on hand at the end of the year.

## INCOME

As shown in the Statement of Income and Expense (Statement 2) income from student fees accounted for only 20.1% of total revenue and government grants—Federal and Provincial—provided 53.1%. Revenue from residences and other auxilliary operations—which also comes largely from students—provided a further 2.5% of our income.

Provincial operating grants and donated or endowed funds for "assisted research" both provided larger proportions of a larger total income than a year ago; student fees and Federal grants for operating purposes made up smaller proportions of the total.

Student fees, which had been increased by approximately 10% in each of the two preceding years were not raised in 1961-62. In most of the Faculties other than Arts and Science and the Graduate School our academic fees were already the highest in Canada. Undoubtedly this has been one of the factors contributing to our decreasing enrolment in Engineering in the past four or five

years, combined as it was with the opening of new or expanded Engineering schools elsewhere.

Federal grants to universities are now based on a contribution by the Canadian Government of \$2 per capita of the population of each province, this being divided between eligible institutions in proportion to their numbers of eligible students. Because student numbers in Ontario are increasing faster than the total population of Ontario, the average grant per student is becoming smaller. In our case the total Federal grant in 1961-62 was actually less, by \$179,100, than in 1960-61.

The Provincial Government raised the amount of our operating grant by \$1,243,000—an increase of 13.4% from the previous year's amount.

## EXPENSES

Proportionately, the various operating expenses were very much the same as they were last year, only "research" expenditures showing any noticeable increase.

A university, with its extensive and expensive physical plant, has very considerable amounts of more or less "fixed" cost—heat, light, cleaning and repairs—but such costs account for only 10.5% of our expenses.

The major outlay is, of course, "academic expense", some details of which appear in Statement 3; this accounts for 57.7% of our total expenditures, and 87.5% of "academic expense" consists of salaries, wages and related pension costs. No analysis of research expenditures is available to show all "staff costs" separately but on all of the rest of the University's expenses this one element makes up roughly 80% of the total.

As we bring new buildings into use we will inevitably add to our operating costs, and a number of other expenses will be forced upward in the same manner, but the most significant factor, by far, in determining the magnitude of our future operating needs will be academic salaries. When universities in Canada and elsewhere in the western world are under strong pressure to increase their size and their capacity and are competing with one another for the services of a scarce group of men and women, it is obvious that until the scarcity situation is overcome there will be further substantial increases in academic salaries in particular and operating costs in general.

Statement 2 shows that residences and other ancillary departments incurred gross costs of \$679,280, and that this was \$56,528 more than the income they produced. The departments grouped under this heading were University College's two residences and their food services—Whitney Hall for women and Sir Daniel Wilson for men; the University's non-college men's residence—Devonshire House—which has no food service; a temporary women's residence

operated at 99–101 St. George Street; separate food services operated in two off-campus academic buildings; the University Health Service; and Hart House Theatre. In the ordinary course of events only Hart House Theatre, as our instructional department for drama, is subsidized by being allowed an operating deficit—\$22,086 in 1961–62; the Health Service fluctuates up and down from a break-even position, depending on the extent of student sickness and athletic injuries, and this year it sustained an operating deficit of \$4,786. The remainder of the \$56,528 net expense consisted of losses on three of the four residences. It is customary to set aside, in fee-equalizing reserves, any net income earned by each residence and to charge deficits to the same place, but two successive years of losses have wiped out the accumulated reserves in all except Whitney Hall and have made it necessary to absorb operating losses of \$29,656 in the current year. In each of the two "loss" years very disappointing results were realized on summer operations, the revenue from conferences being far below expectations. In part this loss of business resulted from an increase in our summer residence rates—which was not matched by the Federated College residences; a lowering of the summer rates in 1962–63 is expected to restore our conference income and produce a break-even result for the year. It is probable, however, that before long a further increase will be necessary in residence rates for the regular winter session. No charge is made to the residences for depreciation or any amortization of capital cost but University policy requires them to absorb all their other operating costs. For the "Arts" term of 32 weeks the fee for room and board is now \$686 for men and \$591 for women; the Devonshire House rate for room only is \$326.

## **Gifts and Bequests**

Once again the University has received a large number of gifts and bequests and it is very grateful indeed to the donors for their thoughtfulness and help. A summary of the year's benefactions is included as Statement 5. If there is one area more than any other in which we would welcome even greater support in future it is the area of unspecified gifts, usable at the discretion of the Governors of the University. One such bequest received during the past year did make it possible to obtain for our new Edward Johnson Music Building a considerable number of upright and grand pianos which were desperately needed, but there are many other ways in which such unspecified funds could be used to great advantage.

FRANK R. STONE, *Vice-President (Administration)*





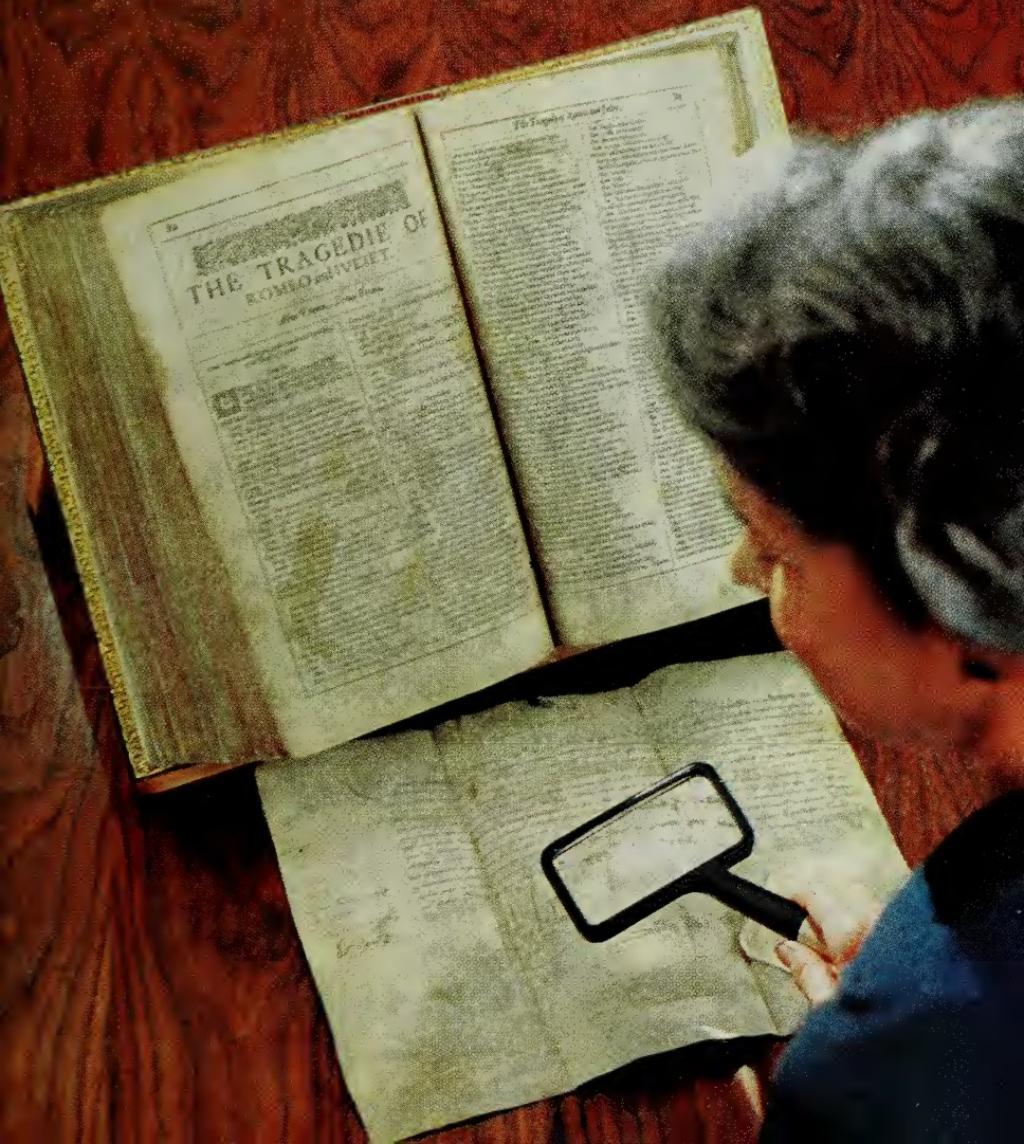
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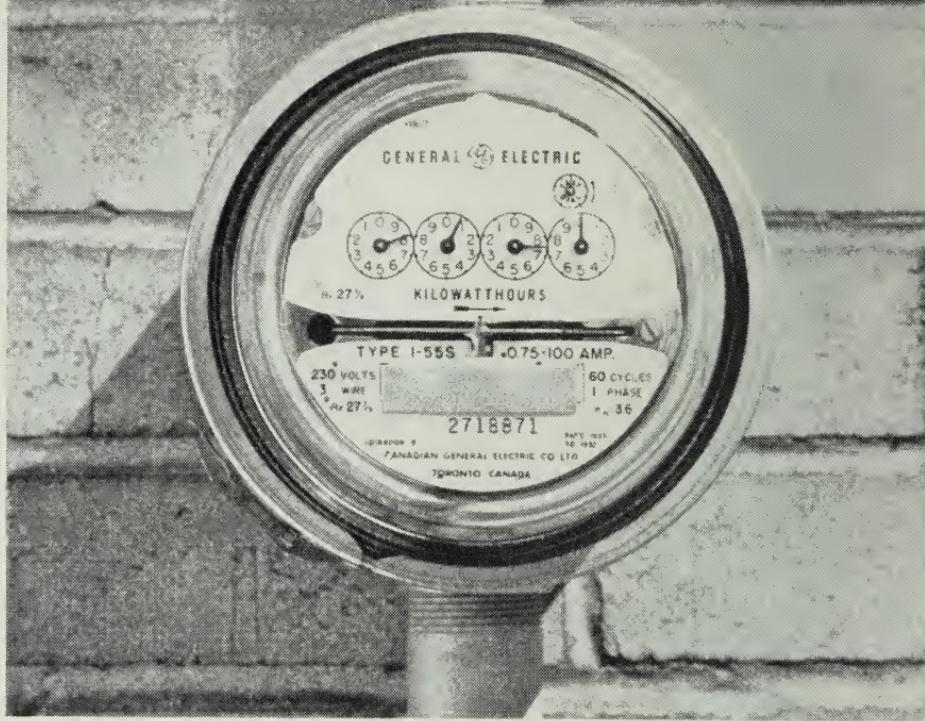
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**CANADIAN GENERAL ELECTRIC**

VARSITY

# GRADUATE

Volume Ten

Number Three

March 1963



## A BEACON BY DAY AS WELL AS BY NIGHT

This issue is devoted almost in its entirety to the Library—where all disciplines converge and from which each draws the breath of life.

**COVER:** The 1,000,000th and the 1,000,001st acquisitions for the Library's central collection. Photo by Ken Bell

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**Illustrations:** In addition to the cover photograph, Ken Bell took the picture of the Shakespeare Folio on pages 54 and 55. The study of James T. Phillips on page 51 is by F. Roy Kemp. Andrew Skilling took the photograph of Miss de la Roche on page 46 and Pearl Freeman the one midway on page 47. Origin of the third is not known. Every other photograph is by Bob Lansdale.



The Rt. Hon. Lord Devlin is Britain's Lord of Appeal in Ordinary and a Doctor of Laws of the University of Toronto. Presenting him to the Chancellor for his degree, the President observed, "His addresses to the jury, his judgments, learned articles and speculative lectures are invariably scholarly and humane and are written with lucidity and grace . . ." For an example of Baron Devlin's superb prose, turn to page 67.

VARSITY GRADUATE is published four times each academic year by the Department of Information, Simcoe Hall, University of Toronto, Toronto 5. Printed at the University of Toronto Press. Authorized as second class mail, Post Office Department, Ottawa, Canada and for payment of postage in cash. Subscription price \$2 a year, \$5 for three years.

*Editor*

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*Information Officers*

IAN MONTAGNES

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Those listed above comprise the director and staff of the University's Department of Information. Other periodicals published by this department: VARSITY NEWS, in October, December, February and April for graduates and former students; STAFF BULLETIN, monthly from October to March.

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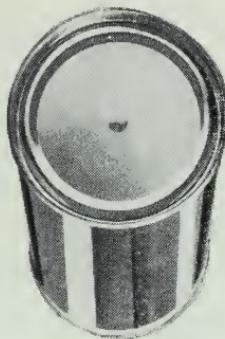
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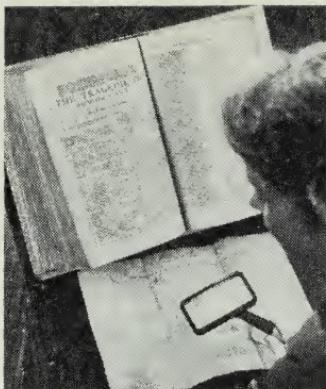
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Letters can lead scholars to the elusive truth as books sometimes fail to do

## *The words of those who saw it happen bring the past alive*

MARION BROWN

JOHN MASEFIELD, in 1905, wrote to the Canadian poet, Duncan Campbell Scott: "I read 'The Piper of Arll' in a paper called *Truth*. I had never (till that time) cared very much for poetry, but your poem impressed me deeply, and set me on fire. Since then poetry has been the one deep influence in my life, and to my love of poetry I owe all my friends and the position I now hold."

Eleven years later, William Howard Taft wrote to Professor George M. Wrong after the closely-contested U.S. election of 1916: "Wilson has been elected and Hughes defeated. I rarely have had a disappointment more stunning than this. . . . Wilson's election was due to the besotted comfort of the Western farmers, and the emotional cowardice and lack of a spirit of self-sacrifice in the women newly endowed with the franchise in Kansas and California."

Perhaps these two quotations, so different in every way, will indicate

the treasure trove awaiting the humanist or social scientist whose research brings him to the manuscript collections in the University of Toronto Library. Perhaps, too, they may be used to illustrate the dependence of the world of scholarship on the generosity of public figures and their heirs.

Of the earlier Canadian writers, only Archibald Lampman and Duncan Campbell Scott are represented by any considerable amount of material in the Library. We were fortunate in receiving from Mrs. Scott and the estate of D. C. Scott his notebooks, five in all, covering the years 1900 to 1926, and some correspondence. Among the latter are a few letters from Rupert Brooke and a series from Masefield.

There is correspondence between Scott and Lampman and also the typescript of an unpublished novel written about 1905.

Of Lampman, there is a volume of manuscript verse dated Christmas 1889 but actually including poems

dated up to 1893. There are further letters of these two poets among the collection of letters, received from Miss Alice Wetherell, which represents much of the correspondence carried on by her father J. E. Wetherell in connection with the verse anthologies which he compiled, "Later Canadian Poems" (1893), "Later American Poets" (1896) and "Later English Poems, 1901-1922" (1922).

The Taft letter is from the papers of Professor Wrong turned over to the Library by Mrs. Wrong and the estate. There are several hundred letters written to the historian by such men as James Bryce, H. P. Biggar, Lionel Curtis and Taft. The last not only arrange for golf games at Murray Bay and the return of lost hats, but provide comments on Canadian-U.S. relations and U.S. politics.

Recent gifts of great value include the manuscripts of Miss Mazo de la Roche's books, the whole of the Jalna series first, then those of other works and some very short stories. These were presented by Miss

de la Roche's cousin and adopted sister, Miss Caroline Clement and a number of them were on display in the Library last November and December.

These are manuscripts in the true sense, being written by hand, mostly in pencil, at a time when more and more writers were turning to the typewriter.

Miss Clement has also let us have many letters written to Miss de la Roche. Included are a number from the dramatist, St. John Ervine. Rounding out the collection further are Miss de la Roche's letters to her Canadian and English publishers, the Macmillan Company, and to her

*Right:* Miss Marion Brown, of our cover, appears to better advantage here. She is head of the Department of Rare Books and Special Collections in the University Library.



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American publishers, Atlantic Monthly/ Little Brown. For these we are indebted to Mr. John Gray and Mr. Edward Weeks.

Those who attended Mr. Week's lecture during the celebrations marking the Central Library's millionth acquisition in November—and heard him read extracts from Miss de la Roche's letters—will appreciate the value of this collection. [See page 46.] In private hands in many parts of the world are other letters from Miss de la Roche. We hope that many of these will find their way to Toronto.

A contemporary Canadian writer, represented so far by just three manuscripts but ultimately we hope by more, is Hugh McLennan. The first manuscript to arrive (from Mr. McLennan via Mr. John Gray) was "Requiem", published with the title "The Watch That Ends the Night". This was followed by "Barometer Rising" and "Seven Rivers of Canada". The author's revisions are to be seen on these.

Another contemporary Canadian writer, Mr. John Reeves, is represented by the manuscript of the poem "Autumn Nocturn" and the radio script of his play "Beach of Strangers", both through Mr. J. C. K. McNaught (better known as James Bannerman). It is particularly in the field of Canadian literature that we hope to build up the Library's manuscript collections.

In the general area of Canadian history, politics, economics and related subjects there are several collections. One of the largest consists of

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Sir Edmund Walker's papers. Sir Edmund was Chairman of the University's Board of Governors from 1910 to 1923, and then became Chancellor. His wide interests included banking, politics, and the National Gallery of Canada.

Commentary on Canadian politics and economic policy for the period 1881 to 1905 is to be found in the diaries and autobiography of John Charlton, M.P. and lumber merchant. These were gifts from Mr. L. J. Curnoe.

The papers of Professor James Mavor, presented by Mrs. Dora Mavor Moore, Mr. Wilfrid Mavor and Professor James Watt Mavor provide material on a variety of subjects during the period 1892 to 1923, including the bringing of the Doukhobors to Canada and the settlement of the Barr colony in Saskatchewan.

Family papers often provide material on the social, economic and usually to a lesser extent, political conditions, of a period. A collection of this kind, presented by Mr. Francis Glyn, has the letters of Elizabeth and John Hale to Lord Amherst (Mrs. Hale's brother) between 1799 and 1823. Mrs. Hale described in a lively fashion the problems of decorating and furnishing a house in the new country, of getting help and bringing up children. John Hale wrote about the Jesuit estates and commented on political matters and the disturbances of 1812 to 1814. He was paymaster-general of the forces in Canada in 1799, when the series of letters begins,

(Continued on page 94)

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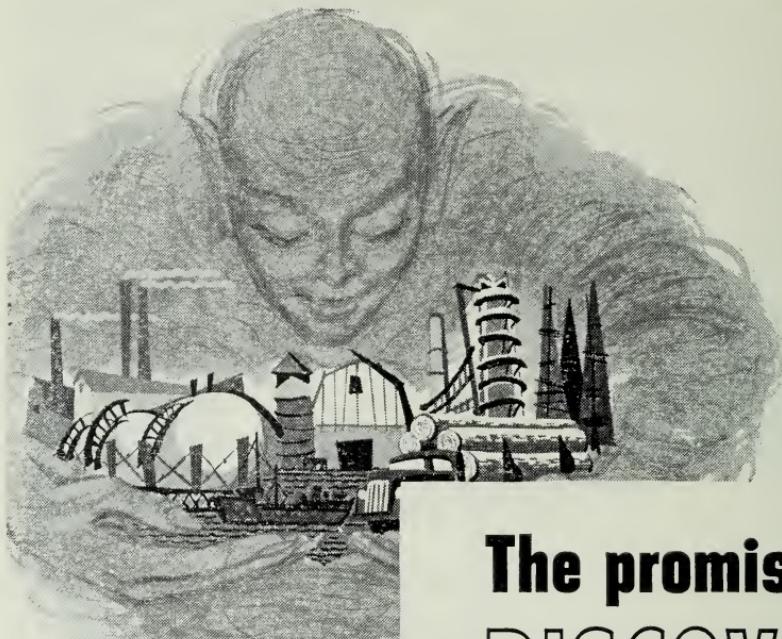
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## VARSITY GRADUATE

A dreadful catalogue of negation and the beginning of a resolute effort to improve Canada's literary resources intrude on festivities at the University Library

# *The Ghost at the Feast*

**I**N NOVEMBER, the University Library celebrated the 1,000,000th acquisition for its central collection with a two-day family party. This began with a reception and the opening of two major exhibitions. It continued next day with public lectures, and a dinner at which the Chief Librarian was formally presented with his 1,000,000th item and then, for good measure, with his 1,000,001st.

The recurrent theme of these events was satisfaction. The University's heart—its Library—was pumping with exemplary vigour and had exciting new symbols of strength. The central collection, with 1,000,001 items, was only part of the story. In other libraries on the campus were nearly that many again. One day in 1963 the University's grand total would pass 2,000,000.

Some of those taking part in the festivities were thinking of something else, however—a new report on the library resources of 14 Canadian universities which offer graduate degrees in the humanities and social sciences. Written by Edwin E. Williams of Harvard, the report emphasized Toronto's strong position in this country. In 33 classifications in the humanities and social sciences, Toronto led in 24,

was second in seven, and third in the final two categories.

But, when the comparison was broadened to embrace scholarship outside Canada's borders, the document became "a dismal story . . . a dreadful catalogue of negation". (*The quotations are from an analysis by Professor Ernest Sirluck which begins on page 24 of this issue*). In a year Harvard spends twice as much on book purchases as do Toronto and the other 13 leading Canadian universities put together.

### *The Millionaire Club*

MR. WILLIAMS was the speaker at the dinner which brought the Library party to a close. He welcomed Toronto to what he called the Millionaire University Library Club and suggested he was the proper person to do so. "I have been associated for more than 22 years with the library that has the distinction of being its senior member," he said. Harvard's library, he added, will soon have 7,000,000 volumes.

Although Mr. Williams' address lacked the chilling, clinical tone of his Report, he chided Canada for national shortcomings in the library field: "Toronto is supporting the largest and strongest research library in Canada and its library is serving scholarship nationally; Toronto is entitled to expect the Federal Government to do its duty by giving the country a strong National Library." He predicted that healthy rivalry with other Canadian institutions would produce a better library at Toronto in the year 2000

than would be found here than if others were discouraged from competing.

### *The \$15,000,000 solution*

THE REPORT, Mr. Williams' observations, and the great national responsibility the University of Toronto has accepted were reviewed recently by President Claude Bissell.

"This is the critical moment," said Dr. Bissell, "and we have chosen our course. We strongly support the idea of building up other libraries in Canada; I am sure great efforts will be made by our sister universities without any urging from us. But not for a generation, if then, can any other institution hope to be as well equipped as Varsity to do what is necessary to give Canadian scholarship the international status it must have."

"Here on this campus," the President continued, "we have the foundation, the springboard—call it what you will—for a research library that will keep more of our advanced graduate students at home. Now, at a certain stage, too many go to the United States or abroad to continue their studies. Too many go, too few return.

"Weaknesses in our research collections have become more apparent with the decision to expand the School of Graduate Studies, for so many years the principal centre for graduate instruction in Canada. Staff shortages in Canadian universities will reach a critical stage soon; Varsity's responsibility to prepare more men and women for university teaching careers

is clear. By 1970, our annual enrollment of graduate students will be 2000 higher than it is now."

Dr. Bissell said plans were well advanced for a new library and that possible sites were being studied. The project has top priority. The University has sufficient funds (from the National Fund and from the Provincial Government) to make a good start, but massive financial help is needed for the building and books which have become imperative. "To complete the building and to provide some endowment for books we would need \$15,000,000," the President estimated.

"You may have noticed," he said "that that figure has been in the headlines twice during the last three or four months." He cited Roy Thomson's announcement last November that he had bought his hundredth newspaper and had promised to give the sterling equivalent of \$15,000,000 for a press-television training and development centre in Britain. At about the same time, S. I. Newhouse, the American publisher, said he was giving \$15,000,000 for a communications centre at Syracuse University.

"I am sure," the President continued, "that we could find similar private support for a project such as this—for the establishment of a first-class research library at Canada's leading centre of graduate studies would be one of the most significant

educational advances since Confederation. The Library would become the key building in Canada for advanced scholarly work, and its name would be known and honoured throughout the world.

"In higher education the role of the patron is as important now as it was in the Middle Ages. Harvard's collections have been built up almost entirely by gifts and income from gifts."

### *The two cultures*

APPROPRIATELY, the acquisitions celebrated in November underlined the Library's dependence on its benefactors. One was given by the Associates of the University of Toronto, Inc., which acts for 8000 alumni now living in the United States. The other was the gift of the Varsity Fund, the annual-giving organization for alumni in Canada and abroad.

Appropriately, too, the acquisitions represented Canada's two cultures. The Associates' contribution was a Second Folio of Shakespeare's Comedies, Histories and Tragedies, dated 1632. From the Varsity Fund came the French royal patent issued in 1593 to one of the most controversial figures in the pre-Mayflower history of the New World: Trollius de Mesquez, Marquis de la Roche, Lieutenant-General and Viceroy of Canada, île de Sable, Labrador, Norembègue, île des Bretons et Nouvelle-France.

KSE

*On the eight pages that follow, Bob Lansdale and his camera tell the story of the Library's two-day party*

# Fanfares for



# beloved writer and a famous scientist



MELODIOUS BUT MOST UNLIBRARYLIKE NOISES bounced off the little plaques vainly whispering "Silence" in the University Library's reading rooms. Fanfares on French horns, their purpose was to summon guests from one point of interest to another when the Library began celebrating its 1,000,000th acquisition with a Sunday reception. However, so large was the turn-out and so high the decibel count of many conversations that not everyone heard the horns.

The afternoon's events began in the lobby of the Sigmund Samuel wing where President Claude Bissell asked John Gray of Macmillan's to open the exhibition of Mazo de la Roche manuscripts and letters.

At left three students from the Faculty of Music sound the call for the second event: the Alouette exhibition in the big reading room of the old building. Above, with the audience assembled, the President introduces Dr. John H. Chapman who directed the planning and construction of the all-Canadian satellite which the Americans fired into orbit from their Vandenberg base in California.

In due course the strains of "Cor de Chasse" drifted in from still another part of the building—the signal that the third event was about to begin.

## For some the exhibits have special meaning



Three members of the Department of Astronomy linger at the Alouette exhibition to study replicas of strange new objects which are beginning to clutter up their heavens. Dr. Chapman is between Professor Helen Hogg and Professor John Heard, Director of the David Dunlap Observatory. Professor D. A. MacRae is at left.



Above: Miss Caroline Clement, the devoted companion and adopted sister of Mazo de la Roche, reads once again the opening page of a Whiteoaks manuscript.

Below: Dean R. R. McLaughlin begins a significant ceremony: the filing of the first card for the Library's Union Catalogue. (See page 35.)





*Left:* In MacLennan Labs on Monday afternoon, Dr. John Chapman, of Defence Research Board, told how information coming back from Canada's satellite has forced a change in thinking about the ionosphere from the equator to the pole.

*Below:* In the West Hall of University College, Edward Weeks, *Atlantic Monthly*'s Editor, talked about his long association with Mazo de la Roche. Author of three books and a great man to travel (he flies 30,000 miles a year) Mr. Weeks found nothing strange in his surroundings: he serves on the boards of two universities and a college!



## **At dinner, the lion comes to the Daniels**



The Library's two festive days ended Monday evening with dinner in the Great Hall of Hart House. In this view of the head table, Edwin Williams—whose report on the library resources of Canadian universities has caused much soul-searching—is seen giving his address. Dr. W. Kaye Lamb, National Librarian of Canada, introduced Mr. Williams. (He is seen, fourth from right, seated between the Chancellor and Mrs. Jeanneret.) In the body of the hall were librarians from universities across the country: they had spent long hours discussing the Williams Report. Mr. Williams welcomed Toronto to what he called the Millionaire University Library Club. For evidence of this new estate, see overleaf . . .



The Library's 1,000,000th item is





## Quickly followed by the 1,000,001st

*Facing page, top:* Mrs. Claude Bissell, Edwin Williams of Harvard, and the President turn to watch the University's Chief Librarian, Robert Blackburn, accept the millionth item for the central collection from Robert Chisholm, general chairman of the Varsity Fund. *Below,* Mr. Blackburn, the President and Mr. Chisholm display the prize. Dated 1593 it is thought to be Canada's oldest document relating to exploration in the New World.

Formed two years ago to unite the annual-giving operations previously conducted separately by 15 alumni associations, the Varsity Fund is playing an increasingly important role in the life of the University. The money it receives from graduates and former students is used to finance projects for which money is not available from normal sources. The Fund, the President has said, gives the University a "margin of flexibility".

"Others," said Mr. Chisholm, when he made the presentation, "have referred

to the Fund as 'The Plus Factor', 'Investment in Excellence', 'The Margin of Quality'. The Varsity Fund directors and an increasing number of alumni think of it as a fund that will help to provide that *something extra* which will make our great University shine even more brightly as a beacon in the world of learning."

The Varsity Fund purchased the patent for \$5,000 from Dr. Alexander E. Macdonald who directed that the cheque be made out to the foundation trust bearing his name. There it will be used to support research into eye diseases.

*Photographs on this page:* Acting for the Associates of the University of Toronto, Inc., New York, Wilfred Wilson presents the 1,000,001st acquisition, a Shakespeare Second Folio dated 1632. The story of the Associates and the story of the Folio appear elsewhere in this issue.

**Q.**

*How good is  
our library?*

**A.**

*It is first by  
depending on*



The present University Library is inadequate for Varsity's growing national responsibilities as an important centre of graduate education and research.

## *ar — or far behind — the basis of comparison*

ERNEST SIRLUCK

Resources of Canadian University Libraries for Research in the Humanities and Social Sciences: Report of a Survey for the National Conference of Canadian Universities and Colleges by Edwin E. Williams. NCCUC, 75 Albert street, Ottawa, 1962. Pp. 87. \$1.

**A** DECADE HENCE, when all the facts contained in this *Report* are utterly obsolete, the *Report* itself will be recognized everywhere as a major event in the history of higher education in Canada. Already it is being earnestly discussed in every Canadian university; it is being referred to the attention of all kinds of official and unofficial bodies; and its influence is bound to grow (within a few months of publication it had reached its third printing and a French-language edition was being prepared). Its candour will be represented in some places where ambition far outruns resources, but in the long run such institutions have as much to gain from a careful study of the facts here set forth, and of their implications, as have the larger universities whose advantages are stressed but whose concomitant responsibilities are the more inescapable.

The scope of this survey (which, characteristically, was paid for by an



Edwin E. Williams, counsellor to the director of the collections at Harvard, speaking at the Library Dinner.

American foundation: Canadian foundations do not often underwrite such frivolities) was laid down by the NCCUC: the libraries of the fourteen Canadian universities with considerable graduate enrolments.

It excludes two important categories, resources for research in the sciences and Canadian materials; nor does it cover resources in non-university libraries; and further surveys to make good these omissions would be of very great value. The surveyor's actual visits to the fourteen libraries were preceded by a questionnaire sent to selected faculty members and by librarians' reports of holdings on a sample list of periodicals drawn up by Dr. Williams, so that he was in possession of a good deal of information before arriving at each campus. The actual visits were necessarily short, but Dr. Williams is a highly skilled librarian who knows how to assess a collection of books in the minimum time.

One of the most striking things to emerge from this *Report* is the extraordinary primacy of the University of Toronto Library. It is more than twice the size of its nearest rival; indeed its collection is more than two-thirds as big as the next five Canadian libraries combined (and when duplication among these is considered it is almost certain that it has a larger number of titles than their combined total). To emphasize the significance of this disparity in size the American author compares it with the situation in the United States: "Among Canadian libraries, on a scale in which Toron-

to's size equalled 100, McGill would be at 47, Laval 32, British Columbia 30, Queen's 20, and Montreal 19. On a scale for the United States with Harvard at 100, Yale would be 66, Illinois 50, Columbia 43, Michigan 43, California 38, and thirteen others would be listed between that figure and 19" (p. 14). Another factor contributing to Toronto's unusual predominance on the Canadian scene is that the two largest libraries in the U. S., the Library of Congress and the New York Public Library, are not university libraries at all, differ in important ways from university libraries, and are easily accessible to a very large fraction of the American population to supplement local resources; and there are many other smaller but very important non-university collections in various parts of the U.S. of which something similar is true; but in Canada "the University of Toronto Library has no non-university peers as yet" (*ibid.*). The author limits his comparison to the U.S., but he could have made the same point with respect to many other countries; in Britain and France, for example, by far the largest collections are in the British Museum and the Bibliothèque Nationale, and among university libraries the disparity is much smaller than in Canada.

When the survey turns from total strength to strength in individual subjects the position of Toronto comes out much the same. Of thirty-three classifications in which Canadian libraries have enough strength to permit significant ranking, Toronto is first in twenty-

four, second in seven, and third in two (there is no subject in which it is lower than third). For comparison, British Columbia is first in five, second in eight, third in five, and McGill is first in two, second in ten, and third in eight. Time and again Toronto's lead is seen to be commanding: "Toronto has at least twice as much

material on French history as any other library in the country" (p. 29); "Toronto's holdings in German history are perhaps three times as extensive as those of any other Canadian library" (p. 30); "In classical languages and literatures, as in ancient history, Toronto stands alone" (p. 40); "In Italian, Toronto's lead . . . is enormous;

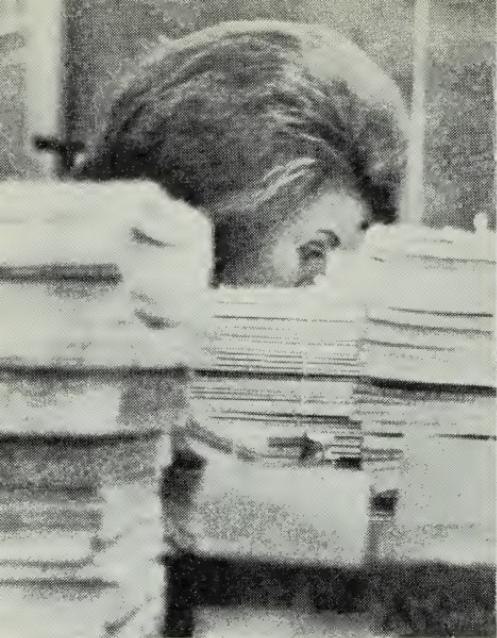


**PROFESSOR ERNEST SIRLUCK**, whose analysis of the Williams' Report appears in these pages, is at the right of this photograph taken at a Library reception. Beside him is Mrs. W. H. Clarke, book publisher and a member of the University's Board of Governors. Their companions are Miss Agatha Leonard, head of the Central Library's acquisitions department, and Brian Land, the Assistant Chief Librarian.

A B.A. (Manitoba), M.A. and Ph.D. (Toronto), Professor Sirluck left the University of Chicago faculty last summer to become Professor of English in University College and Associate Dean of the School of Graduate Studies.

He has received two major awards for his work on Milton, and edited Vol. II of the Complete Prose Works of John Milton, published by the Yale University Press. Other fields of special interest are the Puritan Revolution and the literature and thought of the 16th and 17th centuries, particularly with respect to Spenser and Shakespeare.

He is president of the Renaissance English Text Society, past chairman of two of the sections of the Modern Language Association of America, and past president of the Newberry Library Renaissance Conference.

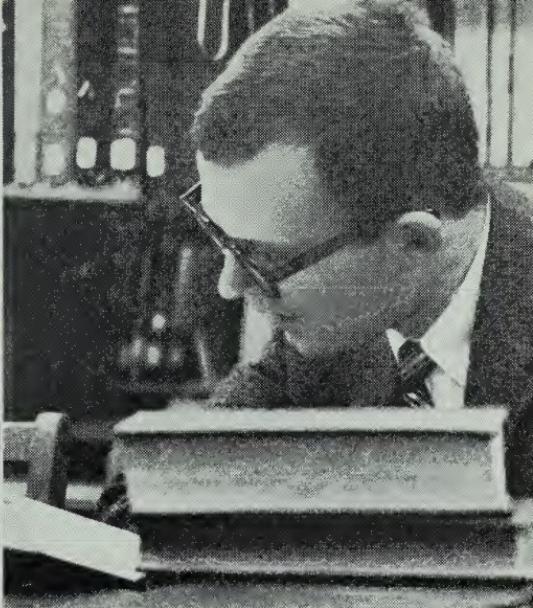
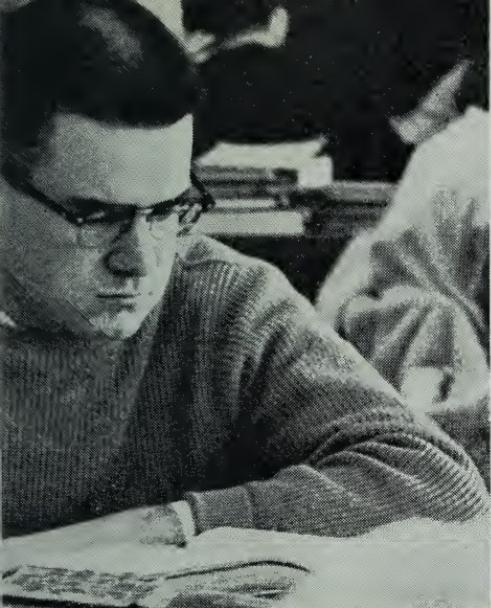


no other library has more than one fifth as much" (p. 40); "Toronto . . . clearly has the only genuine research collection in Canada for Spanish" (p. 42); "Toronto has Canada's best research collection for English language and literature" (p. 43); "Toronto is the only Canadian library that is supporting research in German beyond the M.A." (p. 45); in French language and literature "Toronto must be ranked first and Laval second" (p. 41)! Williams's summary statement of Toronto's position is important enough to quote in full:

Until very recently Toronto was the only Canadian university engaged in research in the humanities and social sciences on a relatively broad front. In addition to its resources in Canadian materials, its library has collections capable of supporting advanced graduate work in psychology, philosophy, religious history, ancient history, mediaeval studies, British and American history,

geography, economics, political science, music, and French and English literature; it is still the only Canadian university library with such collections for French history, for anthropology, and for Greek, Latin, Italian, Spanish, German, and ancient Near Eastern languages and literatures (p. 49).

But if, for a member of this University, there is much satisfaction to be drawn from our library's relative strength, there is little comfort in an absolute measurement of its strength, and none at all in the overall Canadian situation. From Dr. Williams's *Report* there emerges with inescapable clarity the bleak and dismaying fact that Canada's resources for research in the humanities and social sciences are disastrously inadequate to her urgent needs. Some indication of this can be gathered from a few comparisons. Despite its predominance in Canada, Toronto is surpassed by twelve Ameri-



can university libraries (and there are no important non-university resources for her to draw upon). The Library of Congress, the New York Public Library, and Harvard Library *each* has a larger number of books than the total in *all* Canadian libraries. What these and other unhappy comparisons really mean can be seen from the terrible list of subjects, some of tremendous scope and importance, for which "there are no considerable library resources" in Canada:

Among European languages and literatures alone, one might list [Scandinavian other than Icelandic], Basque, Celtic, Dutch, Finnish, Hungarian, Portuguese, Rumanian, and Yiddish. Beyond Europe and the Islamic area, one might list everything, with a note that some material is available for research in literature of the United States, Spanish America, and China. In history there is very little for most of the smaller nations of Europe, including Belgium, Denmark, Finland,

the Netherlands, Norway, Portugal, Sweden, and Switzerland; there is not much more for Italy and Spain. Beyond Europe and Islam, there are some resources for history of the United States and China, and a beginning has been made for the Commonwealth countries and for Japan. In religion everything beyond Christianity and Islam remains to be collected. Advanced research in music is no longer out of the question, but the fine arts must still be listed as subjects for which there is no genuine research collection (p. 47).

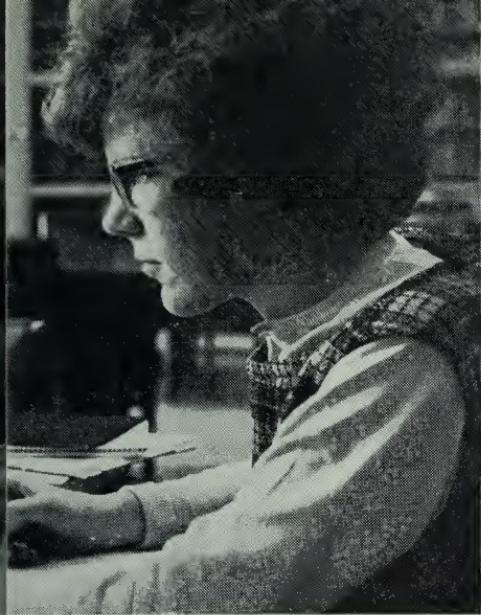
But this dreadful catalogue of negation is by no means the whole of the dismal story. Even those areas where some systematic research is possible constitute a tale of mediocrity: "except in Canadian subjects and in mediaeval studies, there are no collections in major fields that are outstanding as a whole" (p. 48)! (There are a few outstanding collections, but they are limited to individuals or to com-



paratively narrow fields.) In all main fields the scholarship "of all countries other than the United States, the United Kingdom, France, and Germany is very poorly represented". There are few early printed books and virtually no works that pre-date printing. As if to rub salt into our wounds, the *Report* even reminds us (p. 57) that the three best collections of Canadiana are in the U.S.! It is not surprising that "Canadian institutions . . . have been well aware that most students who continue their studies beyond [the M.A. in the humanities and social sciences] would have to prove themselves in graduate schools abroad" (p. 49). One might add that they have also been bitterly aware how few of these advanced students return to Canada.

It is true that there has been striking growth in Canadian libraries since

"the dismal picture drawn thirty years ago by the Ridington Commission" (p. 15). The total number of books in the fourteen libraries has tripled (from about 1,892,000 to about 5,847,000) and the total annual expenditure is nine times as great (from about \$171,000 to about \$1,628,000). But such striking rates are accounted for by the pitiful narrowness of the base in 1931, and need to be put into proper perspective: all the fourteen libraries together spend on book purchases less than half as much as does Harvard alone. Should anyone offer the defence that our performance ought to be judged in Canadian terms, rather than by comparison with outside experience, let him wrestle with the sorry fact that in six of the ten institutions for which figures are available a smaller percentage of the university's total budget went to the



library in 1960-61 than in 1955-56. (Here Toronto is a very striking and honourable exception. Its percentage in 1955-56 [3.1 per cent] was well below the average for Canada [4.33 per cent]; by 1960-61 it was two-and-a-half times greater and the highest in the country, 7.41 per cent against a national average of 4.66 per cent.)

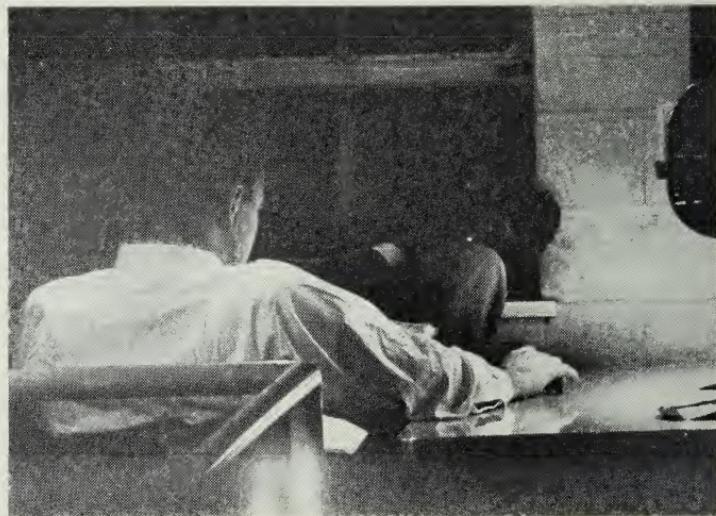
What makes the general comparison with 1955-56 so shocking is that at that time few Canadian universities were offering much graduate work outside the sciences, but now all fourteen here studied have undertaken graduate programmes in the humanities and social sciences. Such programmes "call for library resources many times as extensive as those needed for undergraduate work of any kind or even for graduate work in the sciences" (p. 16). Not only have most of these universities not got library

resources adequate to support genuine graduate work in the humanities and social sciences, but in terms of the proportion of their total budgets devoted to their libraries they are not making any unusual efforts to acquire such resources, although they are accepting important numbers of graduate students and giving advanced degrees. In the surveyor's restrained but wondering language, "Individual universities . . . may be tempted to rely on co-operation excessively and embark on programmes for which their own resources are seriously insufficient. Librarians and professors on some campuses seemed to have no hesitation about borrowing from other libraries [even] for the use of undergraduates, which strikes an American librarian as asking too much of co-operation. Toronto is the largest library of the country by such a sub-

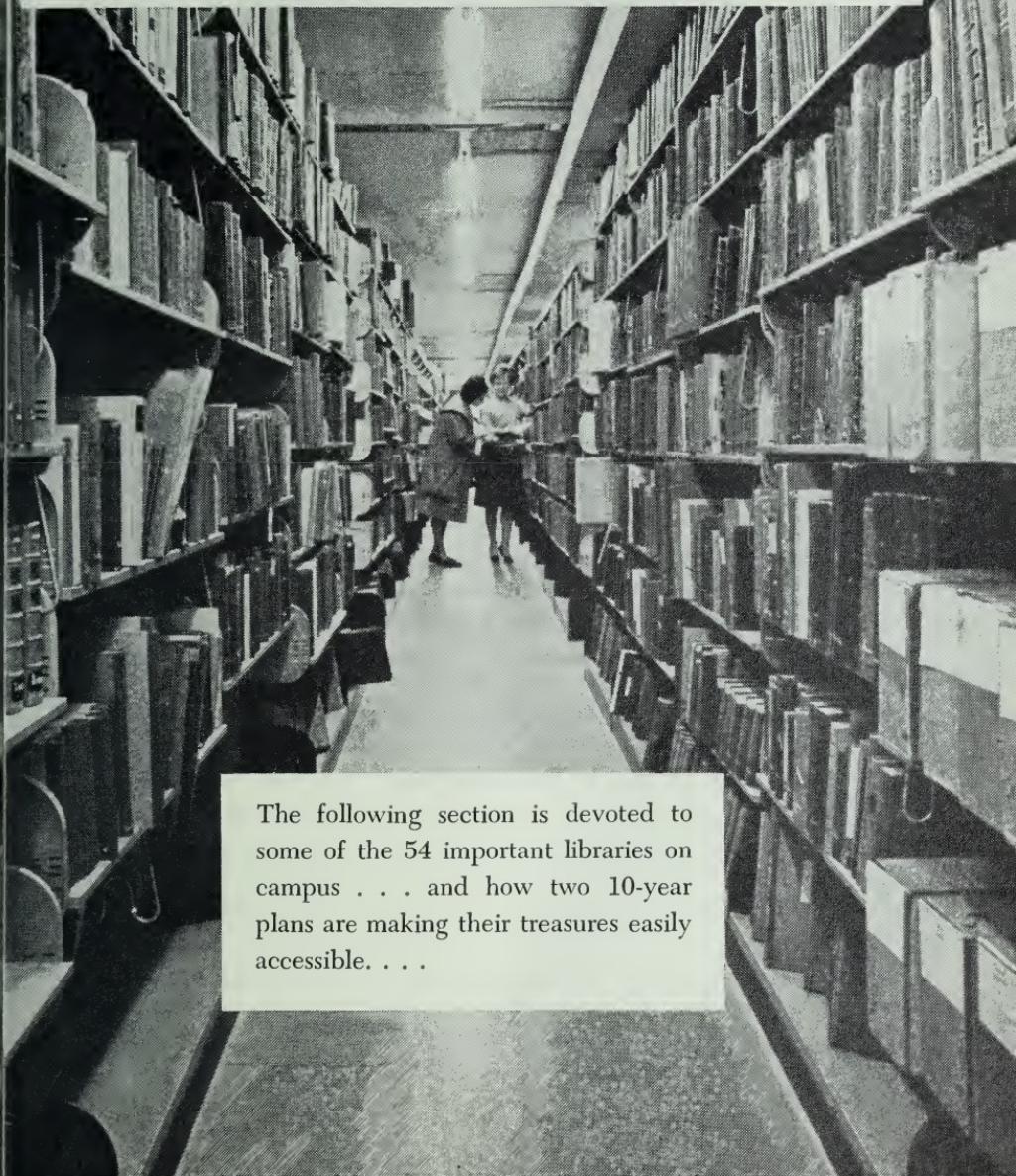
stantial margin that a heavy burden falls upon it, and restrictions on lending may have to be imposed" (p. 51). (Even since the *Report* was written the demands on Toronto have grown: in the five months ending Nov. 30, 1962, it sent out 1,836 items on interlibrary loan, up 26.2 per cent over the same period in 1961. During the same period it borrowed 436 items, down 3 per cent from the year before.)

Dr. Williams is a most courteous guest, but he is an honest one too, and he is driven at the end of his *Report* into saying that failure to effect a radical improvement in our library resources "would demonstrate that Canada aspires to be no more than a dependency of other countries in graduate study and research in the humanities and the social sciences" (p. 60). Assuming that we wish to avoid so precarious and undignified a condition, how can we build resources

adequate to our needs? "A single good library," says Dr. Williams, "is worth much more than two mediocre ones" (p. 21); and, he might have added, a great one will support more genuine research than any combination of good ones. Other Canadian libraries should bend every effort to becoming "good" in the sense in which Toronto can now claim to be good; but Toronto is Canada's only visible chance of having a great library. Since it is also on other grounds Canada's only visible chance of having a great graduate school, the moral seems obvious. Yet lest anyone have difficulty seeing it (and this "anyone" specifically refers to presidents, boards of governors, provincial premiers, taxpayers, and private and institutional benefactors), we may cite just one more sentence from the *Report*: "Books are a better and more permanent investment for a university than buildings" (p. 57).



# Row on row, battalions and brigades, Varsity books answer every roll-call



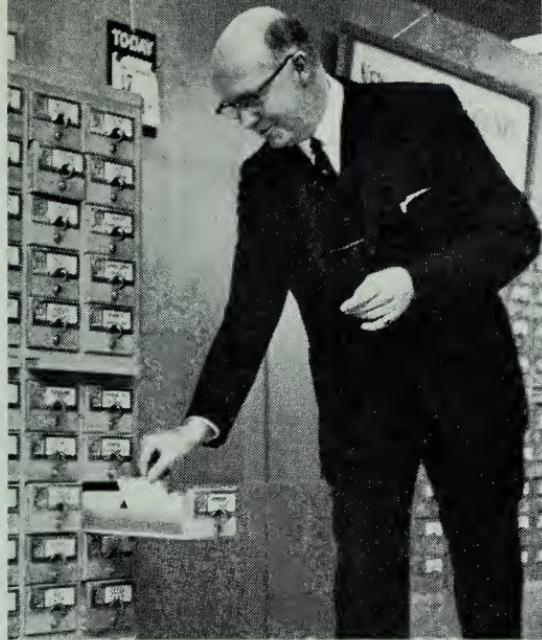
The following section is devoted to some of the 54 important libraries on campus . . . and how two 10-year plans are making their treasures easily accessible. . . .



## The Library of Congress Index Grows

THE CENTRAL LIBRARY's 10-year change-over to the Library of Congress system began in 1959. Since then, more than 116,000 acquisitions have been given the new shelf marks and about a third of 250,000 older volumes in frequent use have been re-classified. To illustrate the change, Chief Librarian Robert Blackburn exhibits two copies of Gilbert Robinson's "Foundations of Geometry". One of them has old markings, the other new. This is what they mean:

- Mat G** The first line of the old code was for "Mathematics: Geometry". The second was for the author's name.
- R6612f** Between this work and Karol Borsuk's book of the same title stretched 400 books on 15 shelves.
- QA** "Q" means science, "A" mathematics. Geometry runs from QA 443 to QA 699, with 681 reserved for foundations of geometry. (All books about geometry of curves are coded 483, of circles 484, of conics 485.) The third line is for alphabetical arrangement by author. The fourth gives the edition date.
- 681**
- R6**
- 1959**



## Union Catalogue's First Card Is Filed

A SECOND 10-year plan was formally launched in November as one of the events celebrating the Central Library's millionth acquisition. The first card was placed in the Union Catalogue by Dr. R. R. McLaughlin, Dean of the Faculty of Applied Science and Engineering, member of the Library Council executive committee, and chairman of the President's advisory committee on planning for future library facilities. When the enormous job is finished, all of the University's library resources—they pass the 2,000,000-mark sometime this year—will be listed in one place.

In addition to books in the Central Library, the new index will list those in the seven libraries of the federated universities and colleges, and in the 46 specialized libraries of the various faculties, schools and departments.

Behind the Union Catalogue is a history of close co-operation among the 54 campus libraries. Some are autonomous, with budgets separate from the Central Library. A few are administrated directly by the Central Library. Most fall somewhere between these two extremes.

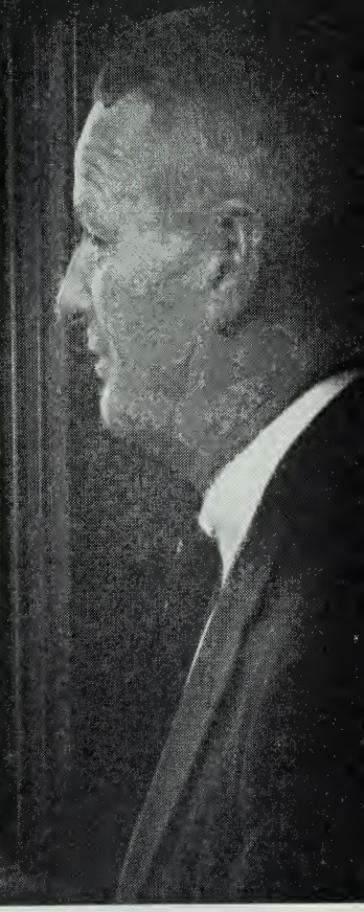


**VICTORIA COLLEGE:** First of the new libraries planned by the Arts Colleges, Victoria's building was opened in 1961. The high-ceilinged room in which Principal Northrop Frye stands has an airy lightness. There can be no distraction by traffic or discomfort from the sun because there are no windows. The building has special quarters for rare books, archives, and periodicals. There is a language lab in the basement and offices

on the top floor. The building has air-conditioning throughout.

In addition to the new building, Victoria's Birge-Carnegie Library is still in use.

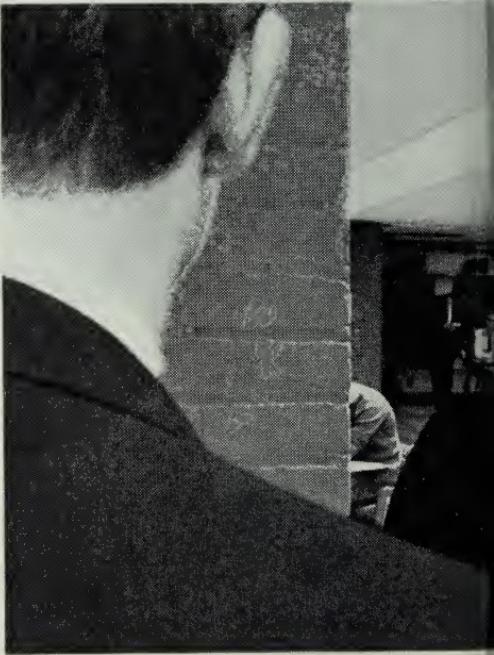
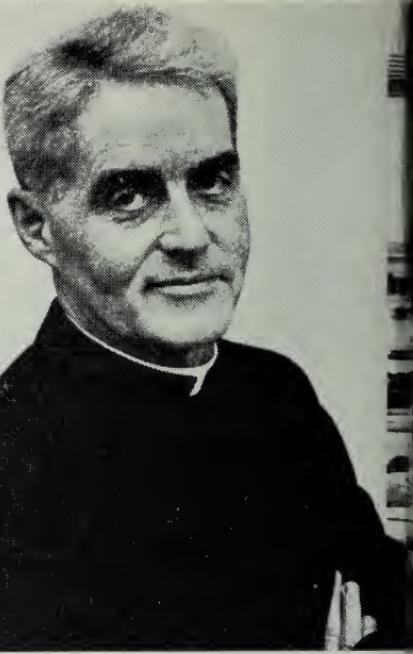
**UNIVERSITY COLLEGE:** At a window in the old East Wing, Principal Moffatt Woodside looks down on site of Laidlaw Library which will close the quad 106 years after the other three sides were



built. It should be ready by next Christmas. The yellow-brick addition will match the style of the older building on the outside—but inside it will be modern and air-conditioned, with stacks for 40,000 volumes and space for 350 students.

Until the new building is ready, undergraduates will continue to use the University College Reading Room, *right*, the original library of the University.





**TRINITY COLLEGE:** Library space, right, was doubled when opening of the Gerald Larkin Academic Building relieved pressure on older parts of the college. For example, rows of bookshelves once stood where the Provost, the Rev. D. R. G. Owen is chatting with a student. This colourful, bright reading room is named for Archibald Lampman, one of Trinity's most famous sons. Another reading room is named for Sir Gilbert Parker, also a graduate.

The hope is that, in time, the College libraries will serve all the needs of first- and second-year Arts students.



**ST. MICHAEL'S COLLEGE:** When it built Carr Hall as a centre for administration, St. Michael's set aside one floor for a library with reading and reference rooms, stacks and carrels. Now the library is badly cramped for space. The President, the Rev. J. M. Kelly, *left*, is looking forward to the day when a new library can be built.

This library is primarily a working collection for undergraduates in Arts. Extensive theological collections for students in divinity are also held by St. Michael's, Victoria, Trinity, Knox, and Wycliffe.



**EAST ASIATIC STUDIES:** Of the University's departmental libraries, one of the most valuable is this collection in Sidney Smith Hall—thousands of volumes from China, Tibet, Japan and India. They attract visitors from all over the world. In this photograph, Professor W. A. C. H. Dobson, the head of the Department of East Asiatic Studies, *centre*, is seen with two visitors from close-by: Miss Hsio-Yen Shih, assistant curator of the Far Eastern department of the Royal Ontario Museum, and Dr. Vincent Bladen, Dean of the Faculty of Arts and Science.

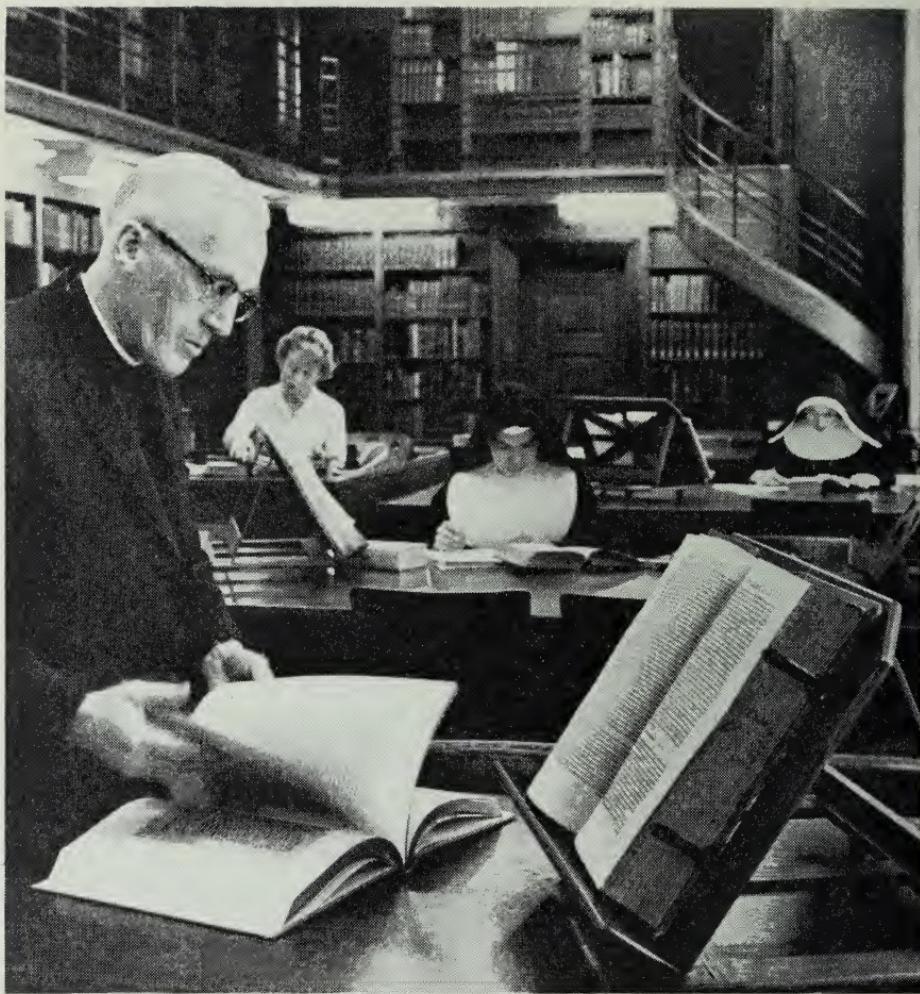




**FACULTY OF MUSIC:** From the third floor of the Edward Johnson Building, rows of books in the library also named for him look down on the main lobby. Here the unusual lightwell provides an appropriate halo for Dr. Arnold Walter, Director of the Faculty.

In the listening room of the Edward Johnson Memorial Library, right, students supplement their books and scores with recordings. Many of these are museum pieces presenting the voices of artists long since gone to their rewards. While most of the collection is modern high fidelity, and stereophonic earphones are standard equipment, some of the records are on old-fashioned cylinders.





**PONTIFICAL INSTITUTE** of Medieval Studies: Ever since it opened in 1929 with Etienne Gilson as one of its members, the Institute has been an academic landmark. Here the President of the Institute, the Rev. L. K. Shook, is seen in the double-tiered library which is its heart. This is a research collection for graduate students, visiting experts and staff. In its rare book room are incunabula, or "cradle books", dating back before 1500, and microfilm reels which store on a few shelves 2,000,000 pages of medieval records.

**ENGINEERING:** Each department in the Faculty of Applied Science and Engineering has its own library. Civil and Electrical Engineering share this room in the Galbraith Building. The respective heads of these departments, Professor C. F. Morrison, *left*, and Professor G. F. Tracy are seen here. Departmental libraries ease the load on the central library and bring working collections close to the men and women who use them daily. There are libraries for the faculties of Forestry and Household Science, the Royal Ontario Museum, the Schools of Architecture, Business, Physical and Health Education, and Social Work.





**FACULTY OF LAW:** The photograph at *left*, with Dean Cecil A. Wright in the foreground, shows how the room pictured on page 73 usually looks. The Law Library, with its contemporary lines, harmonizes pleasantly with Flavelle House to which it is joined. While the major interest is in Canadian law, the library has files of 650 current legal periodicals and special collections in international, comparative and foreign law. Other divisions with their own working libraries are the Institutes of Aerophysics, Child Study, and Computer Science.



**FACULTY OF MEDICINE:** This is the Department of Pathology library with Dr. A. C. Ritchie, the head, at *left*, and Dr. John Hamilton, former head and now Dean of the Faculty, beside him. This library is one of ten devoted to the health sciences. The new Dentistry and Pharmacy buildings have substantial libraries. Others are in the Schools of Hygiene and Nursing, the Banting and Best Department of Medical Research, the Connaught Medical Research Laboratories. Anatomy, biochemistry, and psychiatry are other departments within the Faculty that have libraries which concentrate on their special fields.

A great many libraries have been mentioned in these last few pages—but the list is far from exhausted. For example, physics, botany and other science departments, fine art and geography, and still others, have collections which are co-ordinated with the nerve centre of the entire operation—the University Library.

EDWARD WEEKS, Editor of *The Atlantic Monthly*

# My Memories

MY AIM is to call to mind a person known in varying degree to us all and very dear to some. First impressions are apt to get lost in a long friendship. The Mazo I see now is not the Miss de la Roche of whom I was first in awe; she is the woman with whom I worked for 35 years whose mind and whose writing were of perpetual delight to me.

It is the responsibility of an editor to establish with his authors a relationship which is close, demanding, affectionate, and of deepening respect. He must know when to be critical, when to tease or cajole, and when to speak out with full-hearted encouragement. These were some of the facets of my friendship with Mazo.

It should be remembered that she had given her complete trust to Hugh Eayrs, the head of Macmillan in Canada, and one of the ablest publishers I have ever known, before I entered her life. It was Hugh who advised her to submit "Jalna" for the Atlantic Novel Prize; and after she had won it, it was Hugh who provided the hospitality and understanding that brought the three of us to such a happy accord.

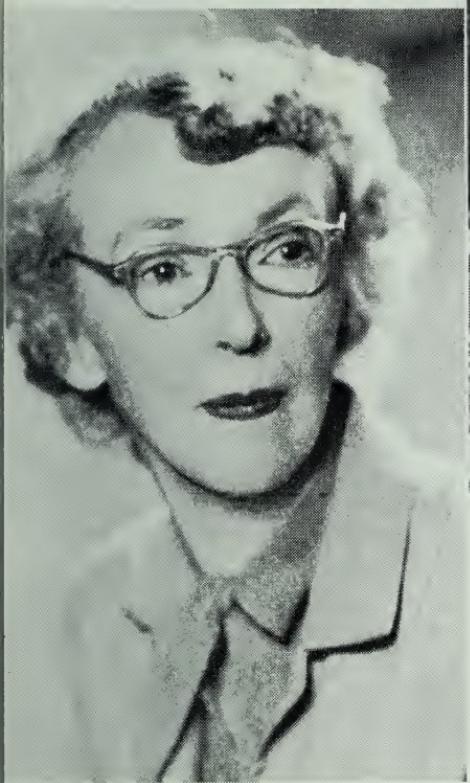
I am proud to say that long before his health failed, they had admitted me on equal footing to their confidence. And, after Hugh's death, it was his successor, John Gray, who gave her the sympathetic counsel she needed in her vast literary enterprise.



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# *of Mazo*

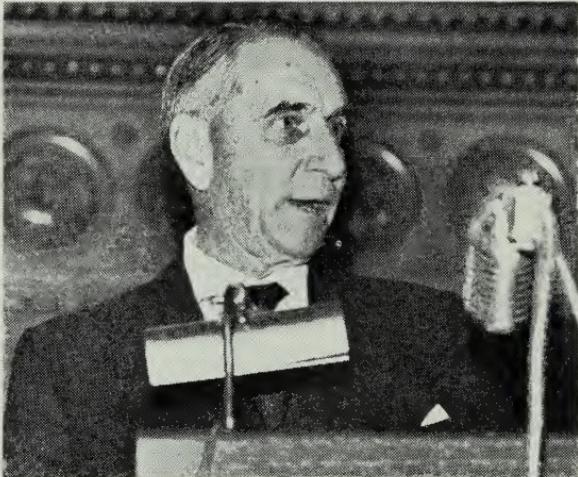


Now for my first impressions. I was 29 when I made my initial visit to Toronto. I wore my double-breasted English suit—at that age you can be sure it was the only one in my wardrobe—and a tie of deep crimson to suggest my Harvard background. Mazo received me alone in her modest



apartment and what I saw was that tall, slender, auburn-haired figure, lips which could so easily tremble between laughter and the straight line of thought, and eyes so luminous and lively. Bunty, a grizzled black Scottie was also present, and although as I have said the apartment was a modest one the pieces of mahogany and the silver tea service were old and of beauty.

We talked of course of "Jalna", of the Atlantic's intention to serialize it, and of our hope for a big sale; we talked of promotion, and I soon learned that while she was willing to be interviewed, she had no wish to



This article about one of the University's best-known and most admired graduates, albeit an honorary one, was delivered as a lecture by Mr. Weeks in University College as one of the events marking the Library's millionth acquisition. The title he used then was "Mazo de la Roche as a Writer".

lecture; her business she said was to write. Young as I was I realized that we had made a considerable investment in this Canadian, and I could not help wondering to myself about her health. Was she as frail as she looked, or stronger? I was to learn in time that she was as strong as copper wire. But this had not always been so. From the age of 12, when *Munsey's Magazine* published her first short story, to the age of 17, she lived constantly under the shadow of ill health with sicken-  
ing headaches and in a state of nervous prostration, which in those days we termed a nervous breakdown. In her autobiography, "Ringing the Changes", she tells us of the despair which dogged her during these years of weakness:

My father returned and came and sat by me, with that rueful smile he had when things went wrong. Once I heard my mother say to him, "I've never felt

so sorry for anyone in all my life, as I feel for Mazo."

I did not hear his reply, but for the first time, hearing my mother's words, I felt pity for myself and my shattered hopes. I buried my face in my pillow and wept.

It was my mother who nursed me through this long illness, but it was Caroline who slept with me, whose rest was broken by my tossing—my inability to sleep. It was she who held me close in her arms when despair threatened me. . . . One night my uncle, coming home late, heard us talking. He came into the room and stood, a dim figure, at the foot of the bed.

"How are you?" he asked, and I answered in a strangled voice:

"I'm done for—I shall never be well again." And, from my fevered brain, I brought out the fear that haunted me—"I'm going to die—like Grandpa died."

He gave a short, angry laugh. He laid his hands on the footboard of the bed and leant over us. "You couldn't," he said. "You couldn't—not even if you tried."

His voice came out of the darkness. "There's plenty of time for you to develop. You're only beginning. What you need is a different doctor."

What saved Mazo, I have always believed, was not a different doctor, but her own compulsion to write. She could not live without writing. Her writing, always in longhand, had first been a very temperamental involvement. But later she learned to take it more calmly, and still later when she lived with the rugged, pulsating vitality of the Whiteoaks in her mind, how could she fail to be healthy? Only one heritage of the early days remained—her insomnia. Now, I have always been a light sleeper, waking two or three times in the course of every night, and when I found relief from certain mild sleeping pills I was determined that Mazo too should use them. Well, she finally did, but it took some time to persuade her to do so.

On my first two visits to Toronto, I came to know Mazo's friends: Caroline Clement who was her Rock of Gibraltar, and that small group of writers and scholars in whom she delighted. Her privacy meant much to her, and she was not gregarious, but to these few she then gave her unstinted affection: Ned Pratt the poet, and Pelham Edgar the teacher of English; B. K. Sandwell who was then Canada's most brilliant editor; Robert MacIver the famous sociologist, and those two attractive bachelors, Stuart Grier and Harry Mumford, and always Hugh Eayrs.

In their company she could be as gay as a cricket. I was quite a dancer in those days and among other trifles I had devised a parody of a Boston debutante which I danced with a broomstick as my partner. So, after

one dinner party, Mazo draped me in Caroline's mulberry bedspread with an evil looking turban made up of one of her green scarves, and I put on an act. The scene comes back to me in these paragraphs which followed me back to Boston in January, 1932:

You can never guess what we have been doing. We have been dancing round and round my study—on the rug and off the rug—the tall windows dark with night looming above us—a gale whipping the giant yew tree and a few wild stars shaking in the sky. We have danced past the fireplace and the bookcase where you and Hugh sit staring at us, and so out into the hall where Christmas ivy still climbs the bannisters. And all to the tune of "Sing Something Simple".

Caroline was unpacking a trunk today and came upon the record that you bought for our party in Toronto. We had never heard it since until tonight. And how it brought you back to us! How we could see you gliding about the drawing room in Rushton Road swathed in Caroline's green and mulberry bedspread, with the most fascinating evil smile on your lips, while Stuart and Harry and we sat entranced! I just had to write and tell you.

Mazo had made her first contributions to the *Atlantic* when my predecessor, Ellery Sedgwick, was in office. A short story of hers entitled "Buried Treasure" was published in August, 1915, and this was followed by "Explorers of the Dawn" which appeared in October 1919 and which became the title story of her first book. So it was in the nature of a homecoming when she turned to us again with "Jalna".

The relations between author and editor, as I have suggested, are at  
*(Continued on page 78)*



*The Library Gets  
Master Betty's  
Shakespeare Folio*

CLIFFORD LEECH

THROUGH THE GENEROSITY of the Associates of the University of Toronto, Inc., New York, the University Library has acquired a copy of the Second Shakespeare Folio. There were four collected editions of the plays of Shakespeare in the seventeenth century, known as the four Shakespeare Folios: the First was published in 1623, a collection of thirty-six plays of which eighteen had not previously appeared in print; the Second in 1632; the Third in 1663, of which a second issue in the following year added a thirty-seventh play, *Pericles, Prince of Tyre*, as well as six plays which are not now included in

editions of Shakespeare; the Fourth in 1685. Apart from the plays added in 1664, each Folio after the First was a reprint of its predecessor, and no new manuscript source was employed in the setting of the text of any Shakespeare play after 1623.



*The frontispiece*

Nevertheless, the Second Folio which Toronto has acquired is a remarkable book. That a new edition of Shakespeare was demanded only nine years after the publication of the First Folio is evidence of the intense interest in his plays during the first third of the seventeenth century. Moreover, this Folio contained Milton's well-known lines "What needs my Shakespeare for



JAMES T. PHILLIPS is President of the Associates of the University of Toronto, Inc., donors of the Library's 1,000,001st acquisition. An article about the Associates begins on page 54.

his honour'd bones" along with three other sets of commendatory verses not included in the First Folio.

That Toronto should now possess the second collected edition of Shakespeare, published sixteen years after his death, is in itself good news. But the particular copy of this edition now in our Library has an interest of its own. It is a handsome volume bound in the nineteenth century by Robert Rivière, a craftsman whose reputation was of the highest between 1840, when he moved to London from Bath, until his death in 1882. Before the volume was put in Rivière's hands, 29 of the 478 original leaves had gone astray, but these were supplied in photographic facsimile from another copy of the 1632 publication.

Moreover, this Folio has an association with a peculiar chapter of English theatrical history in the nineteenth century. There is a fly-leaf inscription "The Gift of John Stanton to his Friend W<sup>m</sup>. H<sup>r</sup>. West Betty", dated 1806 from the Theatre at Preston, Lancashire. Stanton was presumably the manager of the Preston theatre: Betty was a young actor who had won extraordinary acclaim, first in Ireland,

then in Scotland, and most remarkably in England.

Betty was born in 1791 or 1792 at Shrewsbury, of Irish descent. Having seen Sarah Siddons perform when he was ten years of age, he is said to have exclaimed: "I shall certainly die, if I do not become an actor!" In his twelfth year, in 1803, he made his first appearance on the stage at Belfast, where the manager proclaimed him an "Infant Garrick". From Belfast he proceeded to Dublin, where he played Hamlet. Thence his triumphant progress took him to other Irish towns and to Glasgow and Edinburgh. The English provinces (Birmingham, Sheffield, Liverpool, Chester, Manchester, Stockport) then saluted his talent, and he made his London début at Covent Garden Theatre on 1 December 1804. Drury Lane had tried to get his services, but had not achieved a firm contract before the rival London playhouse had come to terms with the thirteen-year-old boy and his doctor-father. London had heard much of him, and the theatre was so crowded that men fainted in the pit. The play for his début was *Barbarossa*, a version of Voltaire's *Mérope*: during that first winter season Covent Garden audiences saw him also as Hamlet and Romeo and Richard III, as well as in Home's *Douglas* and in *Lovers' Vows* (the play that caused so much trouble in Jane Austen's *Mansfield Park*) and in similar pieces of marked pretension and minor worth. Drury Lane, unable to stage his London début, secured his services on days when he was not acting at Covent Garden: the price

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PROFESSOR CLIFFORD LEECH, author of this article, is Visiting Professor of English in University College. One of Britain's foremost scholars and critics in the field of Shakespearean drama, he holds the chair of English Literature in the University of Durham. He is the author of "Shakespearean Tragedies and Other Studies in Seventeenth-Century Drama" and has written books on Webster, Ford, and Fletcher. He is general editor of the *Revel Plays*.

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was high, but the Drury Lane playbills announced him as "Young Roscius", thus associating him not only with the original Roscius of Rome but with Garrick, who had come to bear the name of the English Roscius.

London society offered its tribute. "Master Betty" made his way through the town in the carriages of duchesses; he was entertained by royalty; when he was ill, bulletins were issued as if for an heir-apparent; scores of pamphlets celebrated his fame. He was praised for the 'naturalness' of feeling with which he acted, yet there is plenty of evidence that his voice was unattractive and his manner of speaking old-fashioned, recalling that of the early eighteenth century in its stilted declamation. Though a few mocking voices were heard, men and women of all kinds lost their heads over him: the younger Pitt, it is alleged, moved to adjourn the House of Commons so that members might see the Young Roscius as Hamlet; Cambridge set the subject "*Quid noster Roscius egit*" for a prize-medal competition; the veteran actor Smith gave him a seal bearing Garrick's likeness, which Garrick had charged him to keep until he met an actor who played 'from NATURE and from FEELING'. Kemble and Sarah Siddons did not act with him (though Kemble employed him in his theatre): only those two leaders of the stage could stand aside from the public's worship of the boy.

The enthusiasm did not last long. By the end of a second season in London, the "rage for Master Betty", says Genest the theatre-historian, "had

begun to subside." He held sway in the provinces rather longer; he played at Bath in 1808; and then he entered Christ's College, Cambridge. At the University he is said to have been "remarkably silent" whenever the theatre was talked of. The stage saw him again in 1812, now a portly young man of twenty or twenty-one, but his talent was by this time recognized to be small. He could no longer offer the novelty of an impassioned boy declaiming famous parts.

There is some uncertainty concerning Betty's last appearance on the stage. We know he acted at Southampton in 1824; he may have been the "Mr. Betty" who appeared at Covent Garden as Shakespeare's Hotspur for a single performance in 1845 (when, ironically, he would be too old for the part); but perhaps it was his son who acted then. We do know, however, that our William Betty died in 1873.

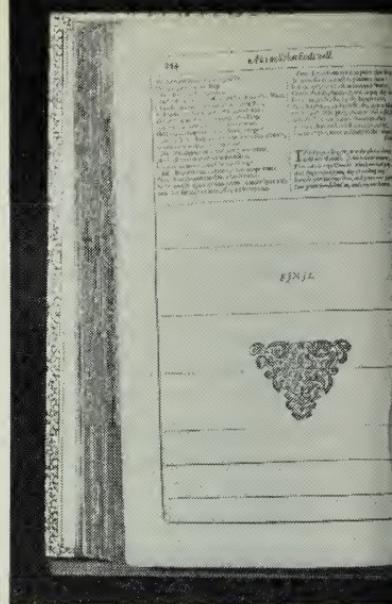
The Toronto Folio was given to him at the height of his young fame, apparently by a grateful theatre-manager whose auditorium had been thronged to see the boy's strange talent. To-day we can find in our Library this curious, and pathetic, reminder of an episode in English theatrical history. We may think the early nineteenth-century audiences were strangely enraptured, unless we remind ourselves of some examples of twentieth century enthusiasm for young players in the cinema.

Our Folio has several other claims to interest. It has been annotated by a variety of hands ranging through the

eighteenth and nineteenth centuries. *The First Part of Henry IV* has been marked for cutting, probably in an eighteenth century hand, manifestly in preparation for theatrical performance: the cuts were not sensibly made (the extemporary play acted by Falstaff and Hal was to be deleted, and so was the brief exchange between these two characters on the subtler implications of selling one's soul to the devil), and this illustrates the maltreatment that a Shakespeare play could, at least at that time, suffer in being prepared for the stage.

Someone, apparently in the nineteenth century, has inserted the name 'Norris' against the following parts: Ferdinand in *The Tempest*, Florizel in *The Winter's Tale*, Claudio in *Measure for Measure*, Gratiano in *The Merchant of Venice*, Roderigo in *Othello*, Alexas in *Antony and Cleopatra*, Arviragus in *Cymbeline*. Who was 'Norris'? Someone who had played those parts? Someone who in the annotator's opinion was suitable for them? It is interesting to form a mental picture of the actor whose Shakespeare repertory (actual or potential) is thus given to us. Perhaps it will one day be possible to find out more about this, as well as about several other groups of annotations that provoke conjecture.

Apart, however, from any light it may throw on theatrical history, this is a copy of Shakespeare's plays that has had many readers over a period of three hundred years—several of them reading with pen in hand. William Henry West Betty may have made good use of it too.

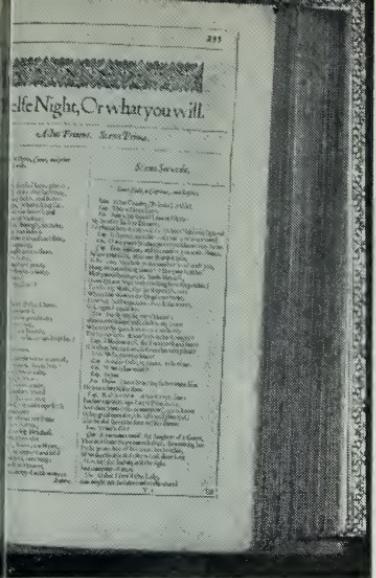


## A Salute to

C. G. M. GRIER, Director

**S**HORT HILLS is an old settlement on the edge of the New Jersey uplands about twenty miles west of the city of New York. It lies in a district which has played some part in American history, for its eastern slopes served General Washington as a forward lookout from which to keep an eye on the British garrison of the city when, after the battle at Princeton, he had withdrawn to Morristown to set up winter headquarters.

The settlement is now a highly civilized outlet for New Yorkers whose estates and mansions overlook the route of Washington's withdrawal and guard the approaches to the circuitous roads, deep ravines, and thick



*Gift of the Shakespeare Folio, left, barely hints at the support coming from the Associates*

# the Associates

## Graduate Records

woodlots that, along with heavy mists which occasionally envelop it in wintertime, are still typical of the place.

A few years ago, James T. Phillips, F.S.A., who soldiered with the Canadian Field Artillery during the First War and afterwards graduated from Victoria College, built a house and joined the colony at Short Hills. Today, as retired Senior Vice-President and Chief Actuary of the New York Life Insurance Company, Phillips is devoting most of his time (and much of the leisure to which he is entitled) to something which for him is both a cause and a hobby. Asked to do so by his colleagues and impelled by in-

clination, he has undertaken to stay on as president of The Associates of the University of Toronto, an enterprise whose line might justly be described as a form of philanthropic insurance in which the beneficiary is Varsity and the policy holders all those who respond to the appeal of the work that Associates are doing.

More precisely, Associates are members of a corporation established by certificate of the State of New York: their sole purpose is to solicit and receive funds and contributions from individual and corporate donors in the United States of America for the benefit of the University of Toronto and her federated colleges and universities. Membership, which is largely drawn from graduates of the University, is elective. It is a non-profit body and hires no employees. It is administered by a Board of Directors which, in close liaison with the University, formulates the policy, puts it into practice, receives the contributions, allocates them to suitable causes, and supervises the disposition of the funds. In this last activity, it not only helps to select the recipients of its scholarships, but has performed such duties as supervising the purchase of equipment for a medical research laboratory and of items to be added to a music library—all within the spirit of its New York charter.

While the certificate of incorporation does not discriminate as to the sources

from which Associates may solicit contributions (except to define the territorial limits) undoubtedly the most important source is the widely dispersed body of Varsity alumni, totalling 8,000, some of whom are to be found in every state of the Union.

Organized fifteen years ago by a group of New Yorkers—mostly, but not all, graduates of Toronto—at the suggestion of Dr. Lyman Hooker (a Canadian graduate of Columbia University) and through the energy of Dr. Gordon Heyd, LL.D. (U.C. '05), a past-president of the American Medical Association, Associates are distinctive in the annals of support to U. of T. They are unlike other voluntary fund-raising agencies in their status as a corporation, in their territory, in the comprehensiveness of their gifts, and in their unbroken length of service. But because they are busy with their own affairs they have not caught Canadian headlines. Here are some impressions of what they have accomplished—and how.

Higher education owes much to commerce and the debt is not wholly one-sided. It was natural then, that at the outset the architects of the Corporation should explore the field of business. The corporate approach to corporations develops esoteric formulae best discussed by those who apply them, among whom I cannot count myself. But to judge from the result, the Associates' approach has been apposite and timely: the cultivation of this field is unlikely to be abandoned.

There is only one unchallengeable motive behind the urge to do something for one's school or university.

It is a combination of sentiment and association—a feeling for the old place sharpened by a sense of identity with what it stands for. If a spur be needed it is to realize that, through no fault of her own, Alma Mater is finding it progressively difficult to do for the younger generation of students what she was able to do for the older. Alumni are a university's strong right arm. In communicating with them, Associates seem to have succeeded in renewing that feeling for the old place, not by logic but by suggestion—and that is not improbably a key to their success.

"Gifts to the Associates are directed to causes which, at the discretion of the Board, are most worthy of support, but any knowledge the Board has of a contributor's leanings is always taken into consideration." Thus the funds which Associates forward to Toronto do not go solely into building funds; or to Living Endowments; or to scholarship, bursary, fellowship, alumni, or memorial funds; or to any one division of the University; or to research; or any favourites among the thirty named funds that reflect the special interest or fancy of the donor. They go, impartially and objectively, to all of these. This is a comprehensiveness that is distinctive—and of great value to the University as the focus of all the human goals and aspirations that are weighed together within its federation.

Although, from the University's point of view, all gifts are in a sense "restricted", the choice has come to be so great that restriction is no fetter. The flexibility of the entire scheme of

things is reflected in the Varsity Fund, in which Associates are now particularly interested, and whose only commitment is that the proceeds will go to make a good university better.

Length of service was assured not only by the calibre of the men who assessed the need, planned the enterprise, and got it under way, but of those who took over when responsibility passed from one pair of shoulders to another. The first president was Dr. Gordon Heyd; his vice-presidents, Dr. Edward Johnson (Mus.B. 35) and W. J. K. Vanston (U.C. 06); his secretary Francis M. Turner (U.C. 15); and his treasurer J. T. Phillips. When Heyd resigned, he was succeeded by Kenneth C. Bell (U.C. 16), vice-president of the Chase National Bank. The outstanding achievement of Bell's regime was to broaden the scope of the Corporation's benefits to include the federated colleges, omitted from the original charter through a misunderstanding. When after four years, Ken Bell died in harness, his place was taken by W. B. Wiegand, M.A., LL.D. (Vic '12), whose term of office was marked by an extension of the territorial coverage of the Board to reach the Pacific coast, a move which led to the election of Dr. Wallace Sterling (Vic. 27), president of Stanford University, as a vice-president. What is true of the executive is true also of the Board and members.

One factor that was common to Associates' multiple endeavours was recognized when the first treasurer became the fourth president in 1959, leaving his duties as treasurer to his assistant Lowell M. Dorn. J. T.

Phillips's record as an actuary and as officer in charge of the insurance operations of New York Life, with responsibility for actuarial, underwriting, issue and change of policies and policy settlements, may be found in the bibliography and files of the science and profession to which he devoted himself immediately after graduating from Victoria with honours in mathematics and physics. When he retired as Senior Vice-President his 2,000 subordinates epitomized what he had meant to them in the phrase "leader, teacher, and friend". The cap fits the man who has been, throughout, at the heart of Associates' affairs. They (and we) are lucky to have him—with his executive and his Board and a gift record nudging \$400,000.00.

In his home at Short Hills Jim Phillips has a comfortable upstairs study packed with evidence of Associates' history and purpose, a headquarters that is both a lookout and a nerve centre. From it he can mentally survey the whole of his transcontinental bailiwick: there he keeps in touch with his immediate confreres in the Borough of Manhattan and with his distant friends at Toronto. There too he tackles, one by one, the small but important self-imposed tasks that have been characteristic of his long tenure of office. I can see him turning to his desk to work on a draft of his next letter to the alumni; or to write a personal note to a donor explaining a point of Associates procedure, or thanking him for remembering the things that Varsity stands for. Even in wintertime there are no impenetrable mists around Short Hills.



## The Never-Ending Work Behind the

FIVE THOUSAND visits are made to the University Library on an average day. Look in on the reading rooms at 3.30 on a Sunday afternoon and you will see about 70 readers; return at 10.30 on an evening during the week and you will see about 73 (the figures, again, are averages).

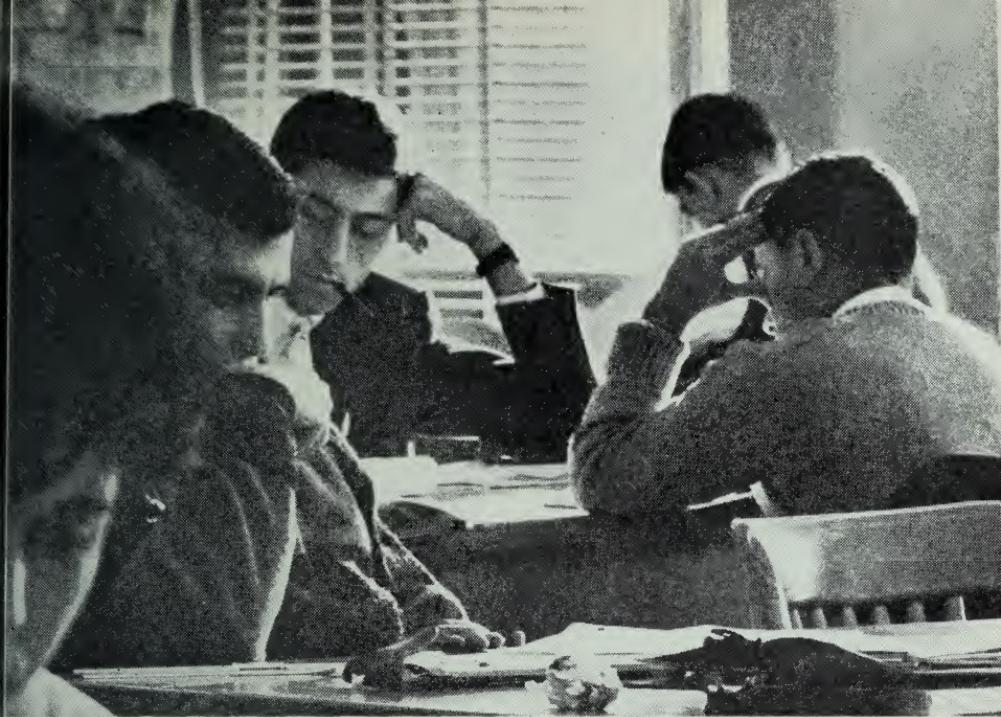
A library system, however, cannot really be measured in terms of such statistics, or in the number of its annual additions and loans.

"The real measure," states Chief

*The photograph: Mrs. Biruta Eksteins prepares periodicals for binding.*

Librarian Robert Blackburn, "is taken by the individual professor or student who needs a particular book, and too often our libraries cannot measure up. Too often the professor is frustrated by the fact that major authors and journals germane to his own research are not available in Toronto or anywhere in Canada.

"As the scope of graduate work increases, the advanced student too often finds his choice of topic and the effectiveness of his work limited by patchiness and scantiness in the holdings of the library. And as enrolment grows, graduate and undergraduate



## Work in the Silent Reading Rooms

students alike are too often faced with the impossible prospect of sharing the lone worn copy of a recommended book or article with dozens or even hundreds of classmates.

"It is little comfort to these people that the University's libraries have added more than 100,000 items in a year. At stake is the quality of scholarship and research."

Mr. Blackburn says the remedies are easy to prescribe, although they would be expensive and not too easy to apply: "We need systematic selection of current publication in all subjects, and resources to allow purchase

without wasteful and discouraging delays. We must not hesitate to buy duplicate copies, when duplicates are needed.

"With the continued help of the teaching staff, we need to establish working collections in new subjects and to fill serious gaps in existing files. We must, of course, have the facilities and the staff to do this."

Mr. Blackburn's allies in this great effort are two assistant chief librarians, six department heads, and—at last count—197 others. The next few pages are devoted to a picture-essay on some of the things they do.

# The Catalogue Department

Ritvars Bregzis, the head of this department, is at the extreme right.

## *Front Row*

From left are Miss M. E. Barber and Miss Beverley Procter, Music;  
Mrs. Katherine Packer, Rare Books;  
Mrs. Myra White who is in charge of filing operations;  
Mrs. Dorothy Robertson, microfilms;  
Mrs. Mildred Linton, chief cataloguer.

## *Second Row*

Mrs. Ella Blinov, Russian;  
Michael Sosnowsky, classification, and also Slavic languages and Spanish;  
Ake Koel (by the post), serials cataloger, Estonian, German and Swedish;  
Miss Stephanie Micatek, whose face also is partly hidden, is chief classifier;  
John Bonk, Ukrainian and Russian;  
Mrs. Velta Vitola, assistant chief classifier; Classical and Slavic languages;  
Mykola Krenta, Slavic languages;  
Gurdial Pannu, Arabic, Persian, Urdu;  
Jean Kesting, head of card and catalogue maintenance; Afrikaans.



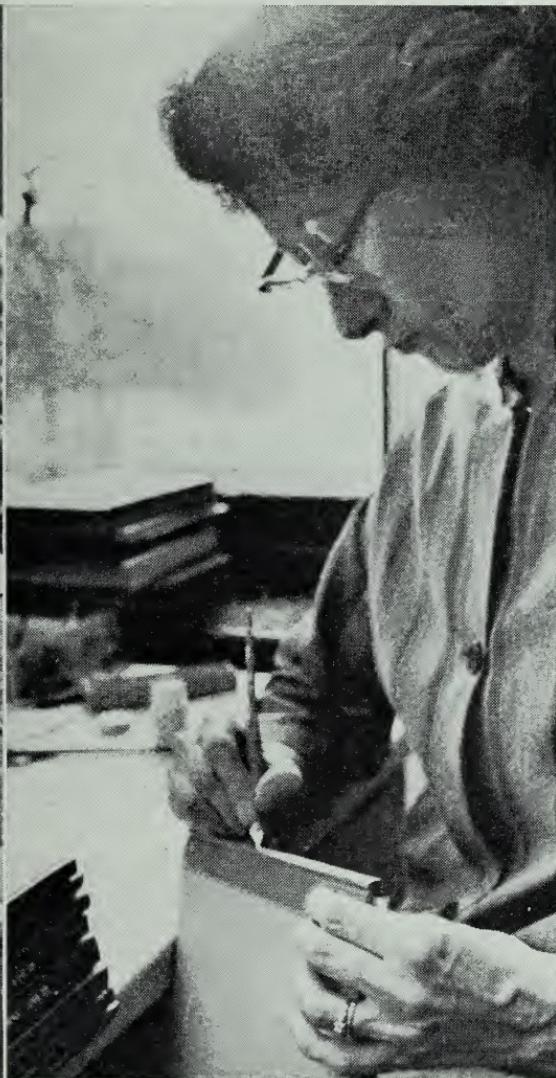


## Library casualties



Books in constant use by a succession of borrowers wear out. About a thousand are sent away to be re-bound each month. This batch is waiting to be picked up.

# re patched up and go back into the fray



Mrs. Emma Mundeciems, busy with shears and glue, is making minor repairs on the premises. Last year 3,446 volumes were mended by Library staff and another 2,282 pieces were put in binders. Mrs. Nellie Dewhirst, right, letters title and author on the spine of a new book. Many acquisitions need repairs when they arrive.



**PERIODICALS** are indispensable in most areas of study. Both of these photographs were taken in the Humanities and Social Sciences Division. Last year the Library reported a net increase of 776 serial titles for all divisions, bringing the current number of titles to 11,280. Each year's issues of each periodical are bound.





**IN THE RARE BOOKS ROOM** an ancient map is uncurled by Miss Cicely Blackstock and Mrs. Katherine Martyn. This collection is growing rapidly.



**LETTERS AND MANUSCRIPTS** of Mazo de la Roche arrive by the carton: Mrs. Myrna Wood begins the big job of sorting and filing them.

“Save for brief periods, a man has always lived near the edge of disaster . . . If a house catches fire, it is the same to the inmates as if the whole world were ablaze . . .”

“There is nothing terrible or unique about dying, but it is very sad to die in vain . . .”

“So many men have lit so many candles. The time is come . . . when the light must come out of the mind of men . . .”

—The Right Honourable Lord Devlin

PATRICK ARTHUR DEVLIN, BARON, P.C., LL.D., Lord of Appeal in Ordinary, became a Doctor of Laws, *honoris causa*, at the Fall Convocation of University of Toronto, November 23, 1962. The quotations above are from his Address to Convocation on that occasion. The address in full begins overleaf.

I AM VERY PROUD, Mr. Chancellor, to be invited to address Convocation and the first use which I want to make of the privilege is to thank you, Mr. Chancellor, and through you the University of Toronto for the honour which this evening you have conferred upon me. And I should be ungenerous if I did not use it also for the benefit of those who have been honoured with me and express on their behalf as well as on my own our pleasure and our gratitude. Toronto is now one of the great universities of the world and its honours and awards are prized accordingly.

It is a happy custom, and one by no means universal, that the same ceremony should be made the occasion for the conferment of honorary doctorates and for the award of those degrees which have been earned by study in this University. For us it signifies that a life's work, great or small as may be, material or immaterial, is moving towards the close. For you

## *Lord Devlin's Memorable*

it marks the end of the first phase only and the beginning of maturity. It is an occasion for the generation that is going out to speak to the generation that is coming in. Between you and me there is a gap in thought to be bridged.

I finished my university career in 1927, just 35 years ago. The war that was to end war and make the world safe for democracy had ended eight years before. We believed that it *had* made the world safe. We believed that the long calm of the Victorian era had been renewed on a stronger base. The League of Nations was to keep the peace among the smaller nations and the knowledge that modern warfare was suicidal to restrain the greater. But now we are met less than a month after the emergence of a crisis that for a few days threatened to begin the obliteration of the world. A generation ago a man addressing us as I am addressing you would have wished us a long life, success and prosperity and the fulfilment of honourable ambitions. Can I make the same wish for you?

Yes, I think that I can. But only in a different context. Your future is at best ineluctably related to what is and what will be a state of world crisis, sometimes awake and sometimes



# *Convocation Hall Address*

dormant but chronically there. In one sense, it is a crisis of a new order and in another it is as old as mankind. It is old in that, save for brief periods, such as the one that ended in my youth, and in a few places, a man has always lived near the edge of disaster. The fact that in the past disaster was smaller in effect and range did not make it any the less intense to those who were within its compass. If a house catches fire, it is the same to the inmates as if the whole world were ablaze. The disasters of the past—plague and famine, earthquakes, floods, and the catastrophes of nature, invasions, the sack of cities and the fate of battles—the threat of these things meant no less to the people who were to fall under them than the prospect of nuclear disaster means to us. It is a threat to be met with the same qualities as strong men in the past have always shown—courage, dignity and prudence, endurance and resilience. In so far as it affects each one of us as individuals, our bodies and our souls, disaster and the threat of it is the same as it has always been.

But mankind is more than a group of individuals. Each man has a belief not only in himself but also in the order of

creation of which he is part. To his own sense of destiny he adds a belief in the destiny of the human race. A man who dies knowing that there will be another to take his place fulfills his destiny, but if the race dies, it is the end of an adventure that has failed. There is nothing unique or terrible about dying, but it is very sad to die in vain. What is altogether new and supremely challenging about the crisis of our times is that it may explode into the destruction of humanity.

The character of it is easy to diagnose. It is that mankind has succeeded in transmitting power but not in transmitting virtue. Man himself is the same now as he was at the beginning of recorded history. He had then, and he has now, his hands, which are the instruments of his power; and his soul, which whether it be mortal or immortal, is the repository of his virtue, that is, of those qualities of mind which give him among animals a kingdom of his own. Man transmitted the power of his hands to the wheel, to the pedal and then to the piston, to wheels upon wheels in ever increasing complexity till they became machines which unlocked the elements on which then they fed, wind and water and fire and the minerals below the earth. Their handiwork, multiplied a millionfold in transmission, is what men have placed at the disposal of their societies.

But man has not succeeded in transmitting to society his virtue, that is, what makes him man, his humanity. As it leaves him, instead of multiplying, it dissipates itself, so that mankind in the herd lacks man's nobility and the organization is less virtuous than the individual. Goodness is going to waste. All over the world there are men leading good lives. Since the beginning of time blood has been spilt out in sacrifice and men have died so that the faith in which they had lived, the faith that in whatever creed it is expressed contains the affirmation that man is above the beasts, that faith should not also die for want of testimony. So many men have lit so many candles. But the age of candlelight is passing and the time is come when men must from out their corporate entity generate a ray of light that shall go round the universe and shall not be put out.

The light must come out of the mind of man. It is from you and the few hundreds of thousands like you who are passing each year out of the universities in which the mind is trained to think, to receive and to communicate—it is from you and

from the likes of you that it should come. There may be no sign of it yet. There may be a lifetime of waiting for you and another for your children while time is gained by the bravery and resource of those in command. But it may come of a sudden. The kettle boiled for centuries before one man saw in steam the first great source of power. Who a century or even half a century ago could have begun to imagine the extent of the physical power that now belongs to man? So it may be with the power of the mind. Every new graduation brings with it a new turn of thought and a fresh chance of a revelation. You must work with hope and live in readiness, for you will have got nothing from your years of study if they have not given you eyes to see and ears to hear and a greater understanding.

I do not this evening wish you individual success and prosperity. These are not relevant to our times. I wish success to a new generation.

## Law Comes to the Home Campus

**A**ND NOW, MR. CHAIRMAN," said the Dean of Law, "I am about to hand this volume to His Honour, the Lieutenant-Governor, in order that he, after performing his official duty of declaring this building open, may duly inscribe the fact and have it attested by those witnesses here present on this platform who, in his presence and in the presence of each other, and in the presence of this congregation, will subscribe the same so that future generations may say, 'Lo, on Thursday, November 22nd, in the year of our Lord, one thousand, nine hundred and sixty-two, there was performed at the University of Toronto

a minor miracle when, on that date, almost 125 years after its original conception, a law building was legally and officially opened'."

In this mood of thankfulness, spiked liberally with humour, did the Faculty of Law officially come to the end of a long journey. "Time," said Dean Cecil A. Wright, "will not permit me to trace the academic meanderings of this Faculty or even those more violent geographical movements which I have personally experienced in the last 13 years. We are proud of this building. It is an occasion for rejoicing."

The Hon. Mr. Justice Arthur Kelly, of the University's Board of Governors,

**THE PRESIDENT**, Dr. Claude Bissell, at the rostrum during opening ceremonies for the Law Building.

was chairman for the opening ceremonies in the crowded Law Library.

President Claude Bissell was chairman for the dinner in Hart House a few hours later. Many of Dean Wright's University colleagues and leading figures of Bench and Bar were among the guests. The Rt. Hon. Lord Devlin, Lord of Appeal in Ordinary, had come from Britain. Dean E. N. Griswold had come up from Harvard Law School.

Dean Griswold proposed the toast to the Faculty of Law and Dean Wright replied.

It was, said the Dean, in 1819—about two years after the Harvard Law School was established—that Dr. John Strachan, later the president of the University of King's College, first saw the need for a Faculty of Law in this province.

"Lawyers," Dr. Strachan told the Governor-General, "must be from the very nature of our political institutions—from there being no great landed proprietors—no privileged orders—become the most powerful profession. . . . They will engross all the colonial offices of profit and honour."

In 1843, when King's College opened, one of the eight professors was W. H. Blake, Q.C., Professor of Law. Two years later, Law had 14 students against 13 in Medicine. Dr. Primrose, the University's historian for the period, recorded, "The Faculty of Law had precedence and a graduate



of Arts gave place to the student of civil law."

Senate minutes for 1877 record establishment of a Faculty of Medicine and a recommendation that a committee consider a teaching Faculty of Law. "We are honest enough to admit that no trace of a Law statute can be found," the Dean said. "This we attribute to the great fire of 1890. Because of this gap of the fire, we lawyers, with customary courtesy, have granted primacy of place to the Faculty of Medicine. That something happened in this period is clear, since in 1887 a truly great teaching staff



of the Faculty of Law was appointed."

From the Law calendar for 1891-95, Dean Wright quoted a reference to the Blake Scholarships "founded by the Hon. Edward Blake, a great Chancellor of this University, son of W. H. Blake, another Chancellor and the first Professor of Law—and himself a Professor or Lecturer in the Law Faculty established in 1887."

Dean Wright said it was not generally known, that in addition to the Blake Matriculation Scholarships, the Hon. Edward Blake also set up scholarships to promote the study of Political Science, "which to him at the time meant Constitutional Law." These, to quote the historian, were subsequently diverted in another direction.

"I would like to suggest to you, Mr. President," the Dean continued, "that serious consideration be given to call-



**THE LIEUTENANT-GOVERNOR**, the Hon. J. Keiller Mackay, is seen above receiving from Dean Wright the volume in which he will attest that the Law Building has had its official opening. Between them sits the Hon. Mr. Justice Arthur Kelly, the chairman. As the volume took the place of the traditional key, it was first presented to the Dean by the architect, Hart Massey.

**THE CHANCELLOR**, Dr. Jeanneret, at his shoulder, His Honour signs the book (*left*).

ing the new wing of our building Blake Hall in honour of two great Chancellors, father and son.

"While engaged in praising great men, I renew the suggestion that our Moot Courtroom, to be built in the immediate future as part of the present Law building, should be known as the Kennedy Moot Courtroom in honour of its first Dean because of circumstances which I am about to relate."

"Unfortunately," the Dean elaborated, "the truly magnificent Faculty of 1887 never really got off the ground. In 1889 the Law Society of Upper Canada made attendance at its own school obligatory for all law students and gave no credit for professional education obtained at any other. As a result it was largely in connection with the Faculty of Arts that Law survived at all in this University.

"Dormancy was something totally foreign to W. P. Kennedy; because of his enthusiasm and activity Law, in 1930, was separated from the Department of Political Science, in which it had found a somewhat uneasy resting place, and was made a separate department in the Faculty of Arts."

The Honour B.A. Course in Law was created, leading (with additional work in legal subjects) to the LL.B. in 1941, a Senate statute provided that "the Faculty of Law, at present in existence should henceforth be known as the School of Law". In 1944, Professor Kennedy became Dean.

Dr. Wright succeeded Dean Kennedy in 1949, Law's connection with the Faculty of Arts was terminated,

and a course leading to the LL.B. was established for graduates in Arts or a minimum of two years after Grade XIII.

In 1955, the Senate discarded the name "School" in favour of the original "Faculty".

Turning from past to present, Dean Wright swung his guns on academic attitudes which define the role of the activists—"and all lawyers in whatever branch they may operate are in that category"—as superficial and somehow disreputable. Arts graduates studying law were denied the Canada Council support given researchers in the humanities and social sciences. Lawyers and law teachers were doomed to live "in an intellectual limbo between the locked doors of the two divisions of that august body known as the Royal Society of Canada".

He said he was weary of reading about the express goals set by many liberal Arts colleges of freeing man to use his creative power. A faculty of law, dealing with one of the most austere intellectual disciplines within a university, "also requires an exercise of the highest imaginative powers within that discipline. Pure imagination without a controlling intellectual discipline may become mere day-dreaming." He mentioned Keates, Shelley, Shakespeare. All great art, he said, evolves from tension between the freedom of imagination and the restraint of form.

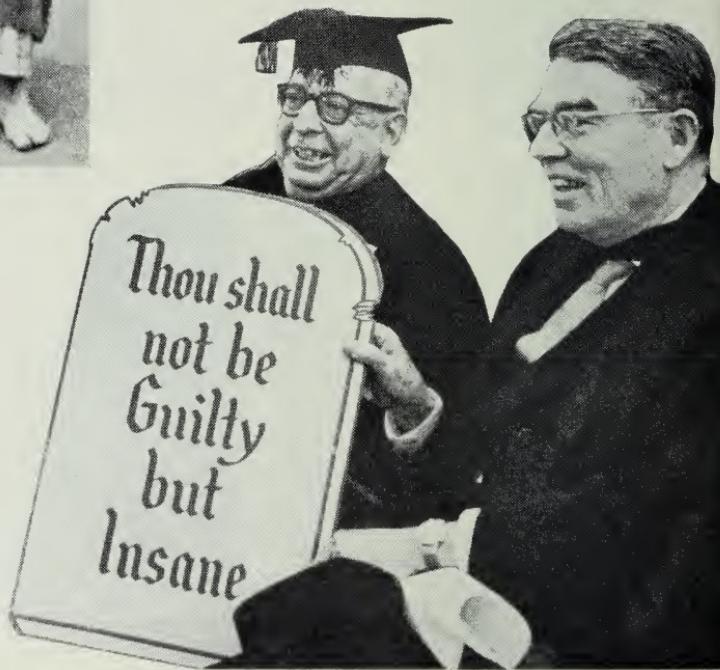
Said the Dean: "From the first day of his entrance to a law school, if it is worthy of inclusion in a university family, the lawyer is compelled to



ENTER A LAWMAN from another era as the opening ceremonies draw to a close. One of his tablets was for Dean Wright who has argued strongly for a new system of arbitration which would keep motor vehicle damage actions out of the courts. The other was for the Rt. Hon. Lord Devlin, seen with his memento at right, below. On the following day, this distinguished visitor would be lecturing on "Mental Abnormality and the Criminal Law".

Other lectures to commemorate the opening of the Law Building were given by the Hon. J. C. McRuer, Chief Justice of the High Court for Ontario, and by Principal J. A. Corry of Queen's University.

Lord Devlin addressed Convocation after the University's LL.D. degree was conferred on him, his two fellow-lecturers, and Dean E. N. Griswold of the Harvard Law School (see page 67).



draw on his imagination and humanity, to reach his own solutions of the problems that will confront him." He quoted Mr. Justice Frankfurter:

Fragile as reason is, and limited as law is, as the expression of the institutionalized medium of reason, that's all we have standing between us and the tyranny of mere will and the cruelty of unbridled, undisciplined feeling.

Dean Wright saw a need for research into the objectives of law itself and suggested we are about where we were at the beginning of the century when Holmes asked, "What have we better than a blind guess to show that the criminal law in its present form does more good than harm?"

A year ago, according to a report by Dean Griswold, U.S. spending on scientific research, including defence, was 8.4 billion dollars. One tenth of one per cent of this amount is \$8.4 million—which was about ten times the amount spent on research by all U.S. law schools.

"I cannot quote the Canadian comparison," said Dean Wright. "I find it impossible to draw percentages between any number of millions and zero."

"Do not misunderstand me," he continued. "We are grateful at this University for the law building that we have opened today and for the staff that has been built up in this and other law schools in Canada following the lead set by this University. I was talking of money spent for research rather than teaching; and in this respect I think it is fair to say that practically every school in Canada

has its staff so completely geared to the teaching process that research, as this term is understood by our scientific and medical friends, is a practical impossibility.

"It is my hope that—having achieved our first objective in the teaching of law in a way to develop both the imaginative and creative elements and that will send forth lawyers imbued with a sense of public responsibility beyond the immediacy of assisting their private clients—our future objectives should include the ability to expand legal research.

"In the international field there is grave need of the basic attributes of the legal discipline. High among those attributes is the lawyer's ability to realize that the people he serves, whether as an individual client, a community or a country itself, are not always basically right and the opponents fundamentally wrong. This attitude in the past has led to war upon war, and in the present, if persisted in, can lead only to annihilation.

"What is required is the lawyer's ability of seeing the weakness of his own position and the strength of his opponent's. Only in this way can we work out, without sacrifice of principles or so-called 'rights', those eventual compromises with which law is always concerned and which are not an appeasement, so much as the delimitation of fields of activity in the common interest. This, through the ages, has been the function of law and like the 'peace that passeth all understanding' is the foundation on which law is fundamentally based."



## *My Memories of Mazo . . .*

Continued from page 49

times of almost medical intimacy. It is my habit when reading the manuscript of a new book to take note of those passages which need tightening up or in which one detail or another may have slipped. An author is usually willing to consider such constructive suggestions, to act on those that seem appropriate and to dismiss the others, but care must be taken in proposing any change, for the editor is never the final authority.

Mazo was fully aware of the sensitivity of this relationship, and she touched on it amusingly in a speech she delivered to a literary gathering here in Toronto. "I once heard," she said, "an editor remark that all the author asks is a pat on the back to encourage him. I don't agree. I think that authors are a demanding, complaining lot. And I think that publishers show great tact and forbearance in getting on with them. Of course they know they can't get on without them. The contrast between author and publisher is all to the advantage of the publisher. If I were able to place ten authors and ten

publishers in a row in front of you, you would be able to separate them with very little effort. You could recognize the publishers by their open, frank, manly expressions. You could pick out the authors by . . . but there may be others of them present."

She went on to mention the ordeal of reading proofs: "What fascinating things are these galleys!" she commented. "For the first time the author sees what his book will look like in print. I shut myself up alone with mine. I am fascinated. How well I write! Why this is even better than I had hoped. Then, little by little, doubts assail me. What of the construction of this sentence? What of the clarity of that? Why did I let this character run away with me? What is the matter with this paragraph—this chapter—the whole book? There is no end to the fascination and the anguish of these galley proofs."

There were times when I must have compounded that anguish. "The Whiteoak Saga" was the first the Atlantic Monthly Press ever published, and beginning with "Jalna" it soon



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dawned on me that there are a multitude of details which have to be checked and rechecked when you are writing about a family whose birthdays, weddings, and family celebrations meant as much as they did to Mazo's people. My assistant, Mrs. Jeannette Cloud, became the authority on the Whiteoak genealogy and on a vast sheet of graph paper she worked out the family tree and the birthdays of all the immediate family—legitimate and otherwise—and the cousins and the uncles and the aunts, even the remote ones in Ireland. This was more than even Mazo could keep in mind, and by the time she had written her first six books about the Whiteoaks you can imagine how extensive and valuable the tree had become. We kept the master copy of it in our Boston office and duplicates were sent regularly to the author, first to Toronto and then to England, and just as regularly lost.

Then there was the question about the bedrooms in *Jalna*, a story which I have told before and which I hope you will forgive my repeating. Before I left Boston on my initial visit I had inquired of our head proofreader whether there were any points about "*Jalna*" she wished me to discuss with the author. Our proofreader was a woman, and very nice about the deencies of life. She thought for a moment, and then she said, "Mr. Weeks, you know I have been troubled about the size of that house. I wish you would ask her how such a large family—a family whose sons bring their wives home—could live in

a house with so few bedrooms. I don't think she has bothered to work it out."

This was in the days when the Watch and Ward Society had gone to extremes in banning books in Boston, so of course I had my fun in weaving this inquiry into my speech, and as I turned toward the guest of honor to make my point, I saw that she was blushing. Later that evening when we were together she said, "It was wicked of you to tease me about those bedrooms, because you know your proofreader is right. We shall have to make some changes on the galleys."

When the galley proofs were returned to the office, I found attached to them the following note:

Dear Ted:

In thinking over the sleeping space in the house, I find that there should have been six bedrooms instead of five. I have, therefore, made this change in the proofs. I have also added a few words to the effect that the attic was divided into two bedrooms which in my own mind was clear.

Of the six bedrooms, Renny and Wakefield occupy one, Piers and Finch another, and the remainder are occupied by Nicholas, Ernest, Meg and Eden. When Piers marries, Finch goes to one of the attic rooms, and when Alayne finds that Eden has been unfaithful to her, she takes the other attic room. Grandmother's bedroom is on the ground floor, and the servants, Wragge and Mrs. Wragge, have their quarters in the basement. This, I think you will agree, is very snug.

Because all through my own boyhood I was such a runt, the smallest boy in the form, noticeable only for his large nose and large ears; because I was always being mussed up by my larger classmates, I had a natural

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sympathy for Finch who, of all Mazo's characters, was at times the most desperately unhappy. Finch was my favorite from the start. And when with that unpredictably dramatic stroke Finch became the inheritor of Gram's fortune, I was both delighted and concerned. Here, in part, is what I wrote to Mazo in 1928 about her second book:

In almost every way the sequel measures up to the high expectations set by the original. Gram is as fine and fierce as ever, and the scene of her death is masterful. You have brought out Finch in a way that will delight those who were touched by his friendship. Renny is very much the man, tender and protective in everything to do with the family and his animals, and more appealing in other ways that were hardly suggested in our first acquaintance. It is good to think that the Whiteoaks have survived their several ruptures, and that under Renny's guidance and with the help of Finch, the place and its traditions will thrive....

But will you please consider one further detail, whether the whole matter of the inheritance would not be more impressive if the actual sum were never stated. Eighty thousand dollars will not seem a very large sum as a literary fortune, and while it perfectly accords with the fact that the estate has depreciated, it does not give one a very hopeful feeling that with it either Piers or Renny would be able to carry out the developments which every reader will wish for them.

As it happened, the editors of *Cosmopolitan* had offered Mazo's agent \$25,000 for the serialization of her second book, "Whiteoaks of Jalna", making only one stipulation, that they be permitted to cut it. But Mazo did not wish to have the story

mutilated for a serial any more than she wished to have it diluted for radio. The deal fell through, and the manuscript came to us to be serialized in full in the *Atlantic*. It was in this mood with money on her mind that she wrote to me as follows:

Dear Ted:

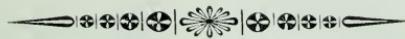
I wonder if the editors of *The Atlantic* have been made as happy by the outcome of all this as has the author of *Jalna*. Honestly I think the money scarcely counted with me at all as against the warmth of my feeling for the *Atlantic*. But I know that some of my friends think me quite mad for turning down an offer of \$25,000. However Caroline and Hugh understand and he thinks me quite heroic but I suspect that she knows that the characters I create would never submit themselves to anything mechanical.

Then when she came to the subject of Finch, here is what she wrote:

It must be wonderful to live in a country where a bequest of \$80,000 suggests only impecuniosity. Over here it is still a large sum. A family—friends of mine—are now at law over a much smaller bequest. However I will make it \$100,000 if you like, but I refuse to do anything so vague as to mention no definite sum.

During the first 15 years of her writing life Mazo had earned little more than a pittance from her writing. Even in a good year I doubt if her royalties amounted to as much as \$2,500, but with the publication of "*Jalna*" she moved into the command of a large readership she was never to lose. In time her novels were translated into 16 foreign languages, and the royalties from her English and French editions more than equalled

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what she received from Canada and the United States. Now at last with the dear companionship of Caroline she was free to travel, and from 1929 to 1939 she lived much of her life in England, in North Devon, in Worcestershire, in Windsor. The change of scene in no way diminished her love for Canada, and though at times she tried to resist them, she could not succeed in shutting the Whiteoaks out of her imagination.

In England she found the stimulating friendship of St. John Ervine and Hugh Walpole, and it was here in the formative years that she reared her two adopted children, Esme and Rene.

In 1933 Nancy Price, the producer, began urging Mazo to make a play about the Whiteoaks, and in reply to a question of mine about the origin of the house, this is what she wrote:

I have been re-reading your letter of the 24th January and taking much pleasure in your comments on the new book. Jalna is a composite of two different places—one not very far from Toronto, the other on the lake shore rather near to Niagara. In that part you know I once lived myself. There is a third part too which is of the imagination. How difficult to draw the line between what is real and what is imagined! The truth is that I try to keep myself very clear of my books but, as St. John Ervine wrote to me lately after reading the manuscript of my play, "You have too much character of your own to be content to be anybody but yourself."

It will interest you, I think, that he goes on to say, "If you do not work, work, work your thoughts, as the Chorus in Henry V bids the audience do, and turn this MS into one of the finest plays of our time, I shall never forgive you. The stuff's there." The name of the play is "Whiteoaks".

It took nearly three years to bring it to the point of production, and the stress and strain were considerable. I sent her a cable on the opening night and had, air mail, this reply:

Your cable came at the very right moment, just when I needed all the support my friends could give me. What awful things first nights are! And the days preceding them. Never shall I forget the despair, the excitement and the exhilaration of the past weeks. The publishing of a novel is a rest cure compared to it. Publishers are angels as compared to producers.

But the first night did go off grandly. After many curtain calls there were cries of "author" and I, adorned by orchids from Hugh, made a short speech. Afterwards we had a party at our house. The cast was there and all our friends who were in Town. More than sixty. And I had marvellous flowers sent me.

The English production ran for 800 performances and, when the American company was in rehearsal with Ethel Barrymore as Gran and Stephen Haggart as Finch, Mazo and Caroline returned, and with them I saw the opening in New York. St. John Ervine, a successful dramatist, had given her invaluable advice all through the years of writing and revision and when he saw the final production his praise in London was decisive. "You fill me with envy," he wrote, "because you put into each person's mouth exactly the speech which fits it. I ought to add that your sense of atmosphere is as strong as Chekov's—indeed, the play greatly reminds me of his work."

In the spring of 1939 the war clouds gathered and Mazo had made up her mind to come home. The house at Winson was to be sold and the

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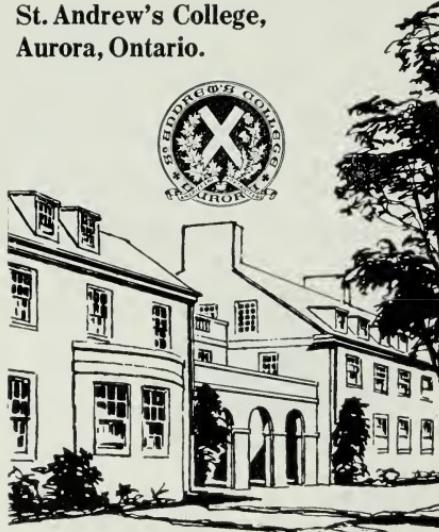
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1-62

St. Andrew's College,  
Aurora, Ontario.



furniture shipped back to Toronto. "I have a deep longing for the Canadian scene," she wrote me, "and feel that, if I am to go on writing books about Jahn, my brain should have some Canadian air now and again." I persuaded her to take ship for Boston and here they settled into a comfortable house directly across the street from us on Beacon Hill. It was a delightful reunion for us all. My young son was the same age as Mazo's children and there was much coming and going between the houses. We went to the circus together and to hear the Boston Symphony, and Mazo took a particular delight in shopping at the Italian markets at the North End and at our famous grocers, S. S. Pierce. That summer I found a lakeshore cottage for them at Winnipesaukee and a cook, and I promised to come up to fish with them all in July. The letters she wrote from the lake were full of sparkle.

This place is heavenly and the weather also. The only drawback is the mosquitos and midges which have given us a welcome that makes the one given to Their Majesties look tame. Since our arrival they have lost all taste for the natives and have gone all British.

It would be sad to think that a talented person like myself might die for lack of a few sweets but that seems likely to be the case, if some are not sent me within the week. My family also are languishing. Therefore I enclose a dollar (I do not dare send more as we should certainly make ourselves ill) and I am going to ask you to spend it to the best advantage at Fanny Farmers. There should be a few lollipops for the children—you know those toffees on sticks—about half a dozen. They have some bonbons with

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cocoanut centres—white ones—also maple creams with nuts.

We have just come back from a picnic on the shore. Caroline cooked Frankfurters and made toast and tea on a stone fireplace. We love it here. We so look forward to seeing you in July. We and the dogs seem different people in the country—happy as hummingbirds, only an occasional fight to liven things up. Caroline has been able to borrow a typewriter from our cook's sister—but it's like the cook and very wayward.

Hitler's ruthless designs on Europe had turned her thoughts back to the First World War and she was at work on her new book to be called "The Soldier's Return", the soldier being Renny. By late August her peregrinations were at an end and she and Caroline moved their household to Windrush Hill on the outskirts of Toronto for the lovely long autumn of her career. Toronto welcomed her home and added to her honours. The degree of Doctor of Letters which their University conferred on her in 1954 touched her and made her proud.

The four constants in Mazo de la Roche's life were first her father whom she adored; then Caroline Clement, the inseparable friend on whom she depended as upon no one else; then her children; finally, her love for Canada which was bred in her mind and bone. There are descriptive passages in each of her books which attest this love. Consider this brief paragraph in "Jalna":

It was a day of thick yellow autumn sunshine. A circular bed of nasturtiums around two old cedar trees burned like a slow fire. The lawn still had a film of

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heavy dew drawn across it, and a procession of bronze turkeys, led by the red-faced old cock, left a dark trail where their feet had brushed it.

Or this description of Finch as he walks on a December day along the wet, winding road to call on Augusta:

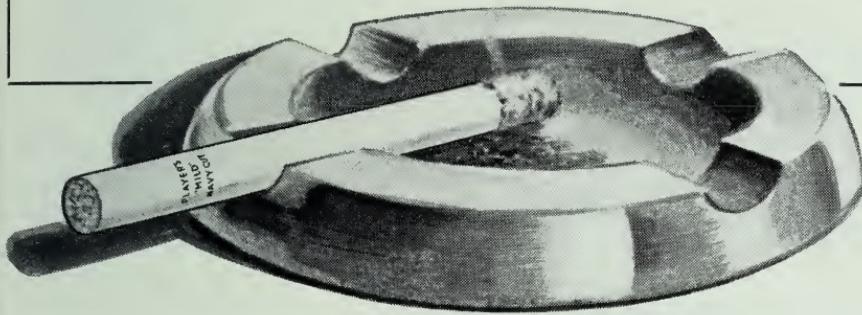
It had been a period of extraordinary gales and floods. Every now and again he came upon a fallen tree or a group of men removing one from the road, across which it had been blown. A brimming stream hurried along the ditch, twisting and turning among the grasses and gurgling happily. Where the sky was not covered by smoke-colored clouds it showed a brilliant and tranquil blue as of springtime, though it was December. The hedges were a rich brown against which the glossy clumps of holly stood out, with here and there a holly tree rising in berried brightness. Gusts of wind flapped against his face, wet and scentless, except when he passed a rick from which a man was cutting trusses of hay. Then the sweet smell of the hay came to him like an exhalation of summer. Above the ploughed field lapwings were flying in wide circles, uttering their cries that ranged from tender plaintiveness to a wild moaning.

Or in contrast to that winter scene, feel the warmth of this sensitive sentence:

Countless suns had shone yellowly through the shutters on Whiteoaks eating heartily as they ate to-day, talking loudly, disagreeing, drinking quantities of strong tea.

This is prose painting in the style of the great Dutch masters, but over and above this beauty of place stands the humanity. A Toronto critic in a moment of irritation complained that the Whiteoaks were not typical of Ontario and God save the mark he is right; they are typical of nothing

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smaller than mankind. They are bounded by no lake shore or dominion and the response to them is boundless.

I have had the exhilaration of editing each one of the "Jalna" novels, and the pride—and sometimes amazement—of seeing what this sturdy loyal family meant to other families the world over. It was Mazo's genius, as Sterling North has pointed out, to create a blend of the two great traditions, the English tradition of smooth, well-rounded narrative with good characterization and the lusty American tradition with its humour of exaggeration and its moments of irrepressible animal spirits.

As I reflect on Mazo's achievement, it makes me think of Galsworthy as it does of Trollope. I am too close to her to attempt a comparison in quality, but I do know that her work had a farther reach than theirs. It is significant that her novels enjoyed their greatest currency during and immediately after the Second World War when Mazo's writing carried a heartening reassurance to those living in exile or under domination, to those whose homes were destroyed or made desolate. The petitions sent to her in thankfulness by Polish prisoners now liberated, the pathetic little hand-carved chest conveying the blessing of the Balt D.P.'s, the letters from families in the Dutch underground and French resistance, the letters of inquiry from Norway and Czechoslovakia attest the hope and vitality which her books held out to others. For family fealty there is one tongue and universal sympathy.



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# *The words of those who saw it happen*

(Continued from page 10)

and was receiver-general for Lower Canada from 1824 to 1838.

The problems of settling in Canada at the beginning of the 18th century are also reflected in a small collection of De Grassi papers presented by Miss A. Sheila Boyd and relating chiefly to Philip De Grassi who arrived in York, Upper Canada, in September, 1831. He built a house (which burned down) and established a saw-mill. His intrepid daughters, Cornelia, who was 15, and her younger sister, Charlotte, carried messages through rebel lines in the outbreaks of 1837.

The plight of Irish immigrants in Canada, the lot of orphans, and theological matters are the recurrent themes in the letterbooks, 1845-51, of John Elmsley, executive councillor of Upper Canada.

William Snaith, S.P.S. '07, has contributed his record of personal income and expenses for over forty years. "This constitutes," he wrote, "a case history of how two ordinary people, living in most of the principal cities of Canada and the United States and visiting Australia, China and Japan, lived on an engineer's earnings and saved enough to retire to Florida."

The collection bequeathed by Joseph Burr Tyrrell includes the papers of his grandfather, Roland Burr (of the period 1840-1865) and of his father, William Tyrrell of

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Weston, who settled in Canada in 1837. Correspondence, diaries and notebooks of J. B. Tyrrell himself relate chiefly to mining ventures, historical research and geological survey expeditions between 1889 and 1897. This material is still being sorted.

The most important single manuscript of Canadian historical interest in the Library was presented by Mr. Tyrrell before his death. This is the hand-written account of travels in the northwest between 1794 and 1812 compiled by David Thompson from his own journals. The manuscript, quite legible, was edited by Mr. Tyrrell for the Champlain Society.

Turning from the humanities and social sciences, three important collections should be noted. One consists of the notebooks and some other manuscripts of Sir Frederick Banting. The notebooks deal with the experiments which led to Insulin as well as with later research projects. Sir John McLennan is represented by the scrapbooks of correspondence and other material collected by his sister, Miss Janet McLennan. The third collection is of the mathematical papers of Alfred Young, clergyman and lecturer at Cambridge University who made important contributions to the algebra of invariants and the theory of groups. These were given by Prof. G. de B. Robinson.

The manuscript resources of the University Library are growing. It is hoped they will continue to grow for they supply scholars with primary source material which cannot be found in books.

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Than petals from blown roses on the grass

... *The Lotos-Eaters*, Tennyson

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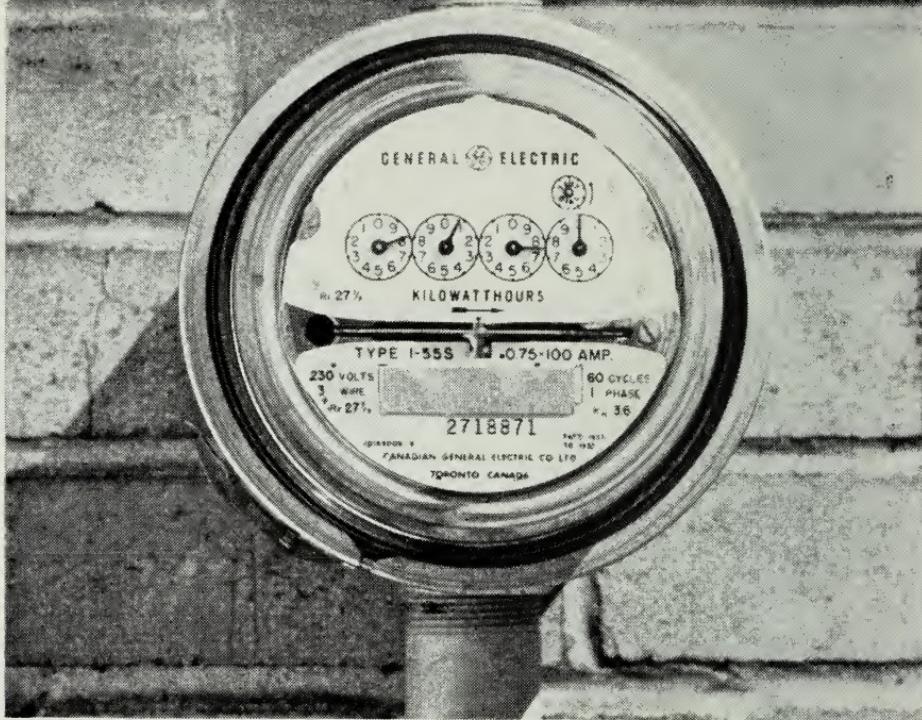
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# VARSITY GRADUATE

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Number Four

May 1963

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THE COVER: To get his picture, Ken Bell shot through the underwater window that was built into the Benson Building pool as an aid to advanced coaching in synchronized swimming and diving. Here, his voice vibrating through glass and water, he talks to Miss Sheila Dutrieue, one of the Physical and Health Education students who turned out to dive for him. The cover girl is Miss Sandra (Jane) Wood.



Bob Lansdale's candid photographs of Robert Gill at work, which start on page 29, constitute a short course in theatre in their own right. Other pictures by Bob Lansdale: pages 6, 18, 19 to 21, 24, 46 to 58, 73, 84.

Additional credits: 14, University of Michigan; 23, Vello Muikma; 59 to 61, Western Nigeria Photo Service; 64 to 67, Ghana Information Services; 71, William L. Reed.

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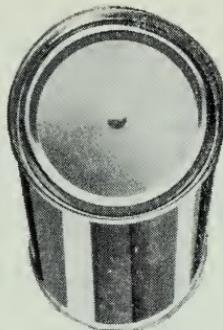
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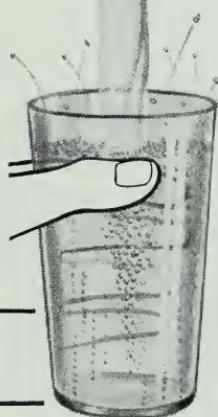
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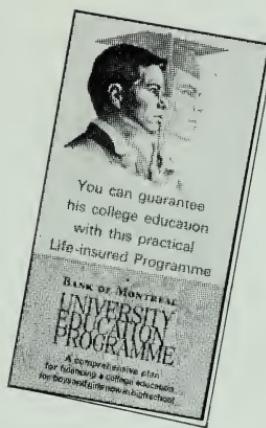
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## *Closing*

PROFESSOR GORDON SKILLING, director of the University's new Centre for Russian and Eastern European Studies, seems to have spent most of his adult life preparing for just such a post. His interest in the area began during Hitler's rise in the mid-30's—a Varsity graduate and Rhodes Scholar, he was then at Oxford. In fateful 1938 he was in Munich working for a Ph.D. from London University's School of Slavonic and East European Studies. He was there when Hitler, Chamberlain, Daladier and Mussolini came for their conference, and later he heard the ring of jackboots on cobble-stones as the Nazis marched in.

In the early years of the war he helped the BBC beam German and Czech-language messages to enemy territory; in the closing years he did the same for the CBC. At the University of Wisconsin he offered one of the few courses on eastern Europe then available in North America; at Dartmouth College he helped to plan and teach an inter-departmental undergraduate course in Russian civilization. Twice he spent a year at Columbia University's Russian Institute, first as a senior fellow and then as a visiting professor. He returned to Varsity in 1959 as professor of political science.

Professor Skilling made extensive visits to the Soviet Union in 1958 and 1961. In 1961–62, based at Vienna, he visited every Iron Curtain country in the area, except Albania, for a new comparative study of communism in eastern Europe.

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These are but some of the questions asked me by Russian scholars at the University of Moscow at the conclusion of a lecture which I delivered in the Department of Foreign Economic Systems, on the subject "The

Study of the U.S.S.R. in the U.S.A. and Canada". This discussion, and the very fact that I was invited to give the lecture in the first place, demonstrated the curiosity of Soviet scholars and students about the outside world. I found a similar interest in things western, and a particular curiosity about Canada, not merely in the U.S.S.R., but in the other communist countries of Eastern Europe. Whether in Sofia or Warsaw, Belgrade or Bucharest, I received a warm welcome, not merely as a student of Eastern Europe, but as a Canadian coming from a country of which they knew little but about which they

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wished to know more. Everywhere, the idea that there might some day be an exchange of books, or of professors and students, with Canada was greeted with enthusiasm.

It was a little embarrassing to have to admit that our universities in Canada have traditionally neglected the countries and the civilizations "beyond the pale". The Russian language, the key to a rich culture, is rarely taught in our high schools, I had to say, and even at the universities is not widely studied. Still more neglected are the smaller countries of Eastern Europe, such as Poland, Czechoslovakia and Yugoslavia, although these are "home" to many a new Canadian. Our university curricula have tended to limit themselves to the study of our own western tradition, and predominantly the English-speaking world, with ventures outside limited perhaps to Germany, France or Italy, or ancient Greece and Rome, leaving the world of the Slavs, still more of the Arabs, or the Chinese, far beyond the horizons. Even the new social, economic and political order of Communism, established in Russia over 45 years ago, and now having spread to eight other countries of Eastern Europe, and to China and other Asian lands, has been until very recently out of reach of students. Not only has this narrowed their perspectives but it has warped their understanding of history, politics or economics, confining their studies to the familiar and shutting out other important patterns of culture and society. Those students who wished to

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specialize after graduation in the study of Soviet Russia, or Russian history, or Eastern Europe, have had to proceed to foreign universities. Since I came to Toronto in 1959, I have had regrettably to advise many a student that such studies could not be pursued at Toronto, but only at London, Harvard, Columbia, Indiana, or elsewhere.

When I graduated from Toronto in 1934, there was no opportunity whatever to study Russian at the University, or to learn of Russian history and culture, let alone that of any other Eastern European nation, or even to acquire knowledge of the social, economic, and political institutions of the Soviet Union. The situation has improved somewhat in the interim, but mainly in the past five to ten years, and has not kept pace with the developments of these studies at other universities of the western world. Since 1945, in the United States, a virtual revolution has occurred in Russian and Eastern European studies, and extensive programmes of teaching and research have been introduced in more than a dozen major institutions, and many minor ones. Canadian universities, including Toronto, have lagged behind. Extensive financial support has been forthcoming in the United States from the federal government and from foundations for the development, not only of Slavic and Soviet studies, but also for Islamic, Far Eastern and Middle Eastern, and now, African studies. Canadian universities are

(Continued on page 88)

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# VARSITY GRADUATE

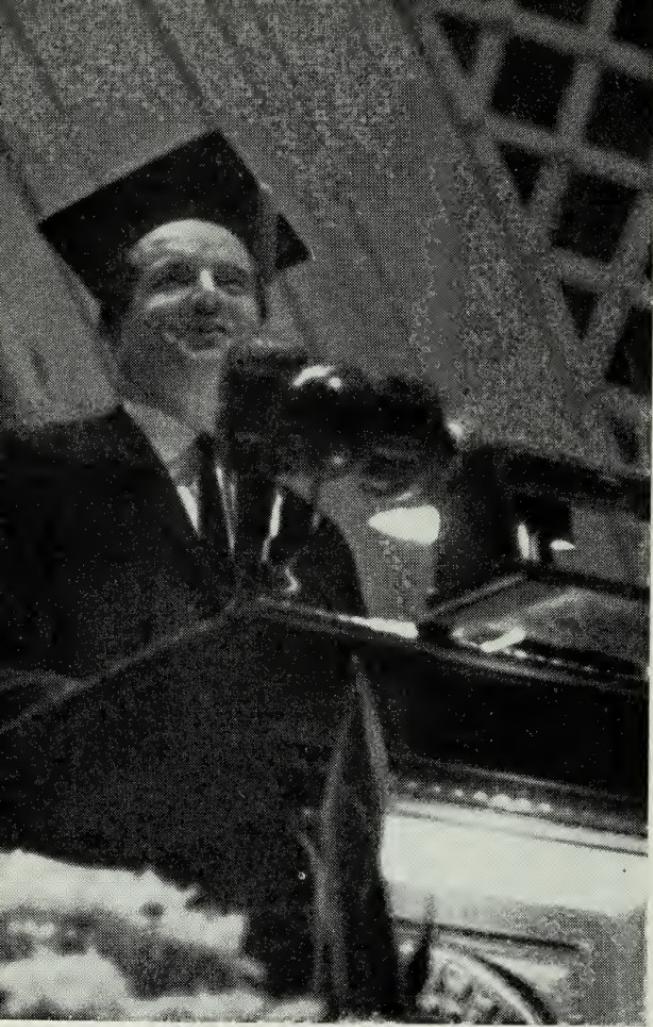
At Buffalo, Toronto's President defines the freedoms  
on which universities should base their Bill of Rights

## *The Independence of Universities*

CLAUDE BISSELL

**A**S I READ THE CHANCELLOR'S NEWSLETTER explaining the transmogrification of the University of Buffalo into a state university, and as I followed his exposition of the principal problems confronting you, I had a feeling of familiarity. Our dealings with the state are much more ancient than yours—indeed they go back to our origins in 1827—but, like you, we have a sense of holding a strong private equity in the enterprise, reinforced at the turn of the century by federation with three private universities. We value highly the tradition of individual enterprise and achievement, and we have no intention of being swallowed up in the state. Like you, we prefer Michigan and California to Lisbon and Peking.

This brings me directly to my title, "The Independence of Universities". By the independence of universities I mean that they should be able to speak with a voice that is distinctive and authoritative. Occasionally, when there are great issues at stake, that voice will be a single voice. Usually, however, there will be many voices, for the true academic, as it has been wisely said, is a man who thinks otherwise. But even when the voices are numerous and apparently conflicting, they will all have a common accent. They will be the expression, not of prejudice but of principle, not of the emotion of the moment but of the collected experience of the past. It is, I think, a healthy sign of our democracy that political parties, whether of the right or the left, have increasingly turned to the universities for the enunciation of those first principles without which party conflict becomes a meaningless babble.



The article which began on page 13 was delivered by Dr. Claude Bissell as an address at the Mid-Year Commencement of the State University of New York at Buffalo.

The photograph, *left*, was taken at University of Michigan a few weeks earlier. At those graduation exercises he spoke on "Education and Power" and received the honorary degree of Doctor of Laws.

The independence I am talking about is not bred by isolation. Isolation may give a kind of independence, but it is devoid of authority. It is the kind that the universities have often in the past had; they were concerned only with a very small minority of society, and in some of them at least it was possible to retreat behind the formidable barrier of endowments. All this bred a brave sense of self-

reliance, but left the universities with little impact upon society. This kind of independence is today no longer possible. We are witnessing throughout the world what has been referred to as the governmentalization of higher education. Only in the United States, and, at that, to a decreasing extent, does one find little pockets of financial independence. The reasons for the spreading interrelationship be-

tween higher education and government have become a sort of basic ABC's in any discussion of the university situation. The spread of higher education to an increasing percentage of the population, so that there are few families upon which the university, at some point, does not impinge; the transfiguring effect of research upon our whole economy; the eager acceptance, if not yet of the intellectual, certainly of the expert—these, I think, are the main factors. What this means, in its simplest form, is that the universities are just too important to be left to flourish in noble and indigent ease. Progressively we see the breakdown between the categories of public and private universities, so that one could say today that all universities are public, but some are less public than others.

With the increasing dependence of the universities upon governments for financial resources, it is unavoidable that universities should come under greater scrutiny, and that those in charge of the collection and dispersal of public funds should insist upon a degree of control. Thus the individual university can no longer see itself as a separate and distinct entity, a rugged individualist following its own course and looking only unto itself for its credentials; it is necessary for a university to see itself as part of an expanding system, and to make its decisions in terms of the general welfare and a coherent pattern within the state. Universities will, I know, find it easy to co-operate in such general planning (for by tradition and in-

clination they hate a "muddle"), but they will not find it easy to submit themselves to the kind of administrative restraints that can be applied with comparative ease to business corporations or to government agencies.

There are two main reasons for this, and these reasons go deeply into the very heart of the university idea. In the first place, universities are not hierarchical in structure. The important decisions are not made at the top and then passed down through a series of carefully spaced positions on the administrative scale. Indeed, decisions are not made and passed down; they are formulated as the result of widespread and intensive discussion, and they can only be effective if they represent a consensus of the academic community. If this is true of decisions made within the university, it is doubly true of decisions made outside and then passed on to the university. The academic is trained to look for the rationale of an order, not for the impressiveness of its origin. In the second place, a university is not a simple organization, fashioned in assembly-line style with thousands of identical replaceable parts. Its operation has the quality of simultaneity that my colleague Marshall McLuhan finds is a special characteristic of an electronic age; a number of apparently conflicting activities go on at the same time; it is, for instance, constantly engaged in the process of questioning the very information that it passes on to each generation of students. In its complexity and multiple involvement, it turns the pro-

fessor into the most versatile of modern men. University campuses are producing a generation of pocket Leonards, men who teach, advise governments and business corporations, write scholarly volumes, and help to rescue TV from the miasma of moronity.

These are some of the reasons why the university cannot fit easily into any existing government method of institutional control. I know of no problem in public administration that is more complex than the relationship that should exist between governments and universities. In Canada, and even more in Great Britain, we have found the direct dependence of universities on governments to be repugnant, and we have tried to institute bodies that would come between the universities and the raw arena of politics. The favourite device is a grants committee, which in the United Kingdom has been made up largely of academics who, having the confidence of their fellows and a familiarity with the problems, make a fair and informed assessment, and pass on their decisions to the government. But all is not well now in this British academic Eden. The grants committee, one hears, has begun to lose its real powers, and the centre of actual decisions has shifted to government departments—mainly to the Treasury. This means that the ultimate decisions are made by government officials, frequently in a twilight of half-knowledge. The universities thereby have the worst of both worlds: they are the victims of the terrifying irrationality that often

characterizes decisions made by those who act from inadequate knowledge, and they have lost their own power to influence directly those who make the decisions. I have no recipe for an ideal system. But it must be one that reaches decisions quickly, in the light of information coming directly from those who have first-hand knowledge of the academic life. We should still cling to the democratic idea that the intelligent layman can make wise decisions about complex, professional matters. But we should never forget the correlative, that he can do so only when he relies on the expert. In no area is there more necessity for the expert opinion, for universities are complex and mysterious bodies that can be understood only by those who know and love them.

In this new age of governmentalization, I think it is important for universities to formulate their own Bill of Rights—the freedoms that they think are basic to their own health, the violation of which would threaten their very existence. I would suggest that there are three basic freedoms: the freedom to determine who shall be taught, the freedom to determine what shall be taught, and the freedom to determine who shall teach. I shall add a fourth, although it is implied in the first three: the freedom to distribute its financial resources as it sees fit. I am not suggesting that these are absolute freedoms, in the sense that the universities should refuse to discuss any of these matters with outside bodies. I am simply saying that the university must never abdicate

its right to make the final decisions in any of these areas. For abdication in one means abdication in all.

I have been talking so far chiefly about administrative control. But administrative control easily shifts into thought control. I suppose that one of the reasons why universities, particularly in the United States, were initially suspicious of a system of national financial support was the fear that they might become official government agencies, a sort of high class Voice of America. Although universities on this continent were established largely in the nineteenth century, they all go back, in their structure and ethos, to the Middle Ages, when, as you will recall, the principal mark of the university, of the *studium generale*, was that it provided instruction for students from any country. The university thus reaches back across the raucous age of nationalism to an era when men could at least envisage a world society. Ingrained in the university is a suspicion of nationalism, that potent liquor that can destroy the rational centres of the brain.

In asserting its international role, the university is thus recalling its past, and, in so doing, asserting its independence of the parochialism of modern politics. It is the scientists, moving in foundational ease from one continent to another, who have best asserted this internationalism, and we should be grateful to them. But they often preach a naive gospel. In Sir Charles Snow, as in his predecessor H. G. Wells, there is implicit a great

disquiet with the world of politics, a feeling that it contains in itself the seeds, and indeed the fruit, of our modern unrest, and that only the scientist, by his calm objectivity and ingrained cosmopolitanism, can provide an alternative answer. We cannot thereby brush aside the facts of life; we cannot magically move into a new world of forgiveness and understanding. We must tread the path that we have decreed for ourselves, and work from within the facts of political and social life for the expansion of men's sympathies and understanding. Yet we in the university need not always work through the medium of politics; we are in a position to know that there are other areas of understanding that are not criss-crossed with suspicion and distrust—areas where devotion to common ideals of learning and truth can cut through the toughest strands of political discord.

Universities are the concentration points of our intellectual life. At the end of the thirties W. H. Auden surveyed the political world with distaste, but concluded on a gently reassuring note:

Yet, dotted everywhere  
Ironic points of light  
Flash out wherever the Just  
Exchange their messages.

Today we can summon up a heartier optimism, for the lights are more numerous and shine less ironically, and among them, constant and inextinguishable, are the universities of the world.

One could ride there for a nickel, buy a three-course meal for 35 cents, and get a music lesson for half a dollar

# The Exodus

FRED J. HORWOOD

*Reprinted from the Monthly Bulletin  
of the Royal Conservatory of Music  
of Toronto (January-February issue)*



THOSE TEACHERS with sad faces you see chatting in the little clusters are thinking of the impending migration from this collection of Conservatory buildings to another habitation on the northern perimeter of the University domain. This transfer is going to take place just at the time when a benevolent T.T.C. has obligingly placed two entrances to the new subway near our front entrance, as close to the basement as the science of engineering will allow without encroaching upon the cafeteria.

From the main building there will be the movement of 66 teachers, 80 pianos, and 50 tons of *materia musica* scattered throughout the 80 studios. Pianos and personal equipment will be transferred carefully and need give us no concern. But it might be appropriate if the sad-faced ones moved themselves at midnight, in double file for companionship. So let them turn left from the front door, pass the second house which still bears the indelible name Sleepy Hollow, then cross the street and turn up Taddle Creek Road, around the eastern arc of the University campus, through the arch at Hart House, past Wycliffe College to Hoskin Avenue along the winding walkway without turning over the bridge of sighs which leads to the Faculty of Music building, where many of our compatriots spend

On the final day, a few hours before staff members of the Royal Conservatory were expected to turn in their keys to the College Street buildings, the author has a last look at the old concert hall.

their days, finally up to the front door of our new home. This distinctive edifice was once McMaster University, and later the Economics building. They really should have a band play a solemn march in a minor key, but band parades at midnight are not permitted by the Union.

Perhaps the reason I was asked to write this epistle is because I am supposed to be timeless. My junior class pupils know nothing of dates and little about age. They think Handel and I played duets on the harpsichord in his London home, but there are a score of teachers who were here before I came.

The Conservatory was founded in 1886 with premises over a music store at the southeast corner of Yonge Street and Dundas Square. From a school with 200 pupils it has grown through the years to immense proportions with 3000 students at the main building and many more than that number in the city and suburban branches. In 1897 the northeast section of the present building was erected in Italian architectural style on the plan of Burke and Horwood (no, I didn't do it). There were 20 studios and a hall on the two upper floors, with a reception room, an office and a suite for the principal on the ground floor. The present concert hall was built in the same year. Two years later the south wing was added with many more studios, and three years later the first building was extended westward, and an adjoining house was purchased and connected to the main building as an annex. About this time two



An hour or so after the picture on the facing page was taken, Dr. Horwood was photographed in the Conservatory's new concert hall in the converted Economics-McMaster building on Bloor Street. In the old days this room was a chapel.

houses on Orde Street, to the south, were purchased for a women's residence. The one to the west was the former residence of Timothy Eaton. His coach house remains, having been the home for several caretakers, and now used for the storage of music and documents because of the lack of space in the main building. In 1907 the Casavant organ was installed in the concert hall, and for the past 20 years has had the unenviable distinc-

tion of being the only organ with its decorative pipes painted in pea-green.

The building has always been heated by steam—a factory-like chimney at the rear reminds us of the days when coal was used for fuel—and lighted by electricity, augmented by

gas for cases of emergency. There is an elevator, self-operating. Fortunately it has not been used for years. The cafeteria has been a place of assembly for teachers and pupils for many years, long before coffee breaks were established. During its early years it





On the opposite side of Philosopher's Walk, and a few steps south of their new home, the Royal Conservatory will have the MacMillan Theatre for great events. The theatre, with its 815 comfortable seats, has already delighted audiences at concerts of the Royal Conservatory Symphony Orchestra, the University of Toronto Concert Band, and at "Opera School Excerpts". The official opening will come next spring; permanent lighting is now being installed and other work remains to be done. The proscenium, 56 by 134 feet, the same size as that in O'Keefe Centre, will provide the Royal Conservatory Opera School with a suitable frame for their presentations.

was possible to buy a three-course meal for 35 cents and no extra charge if a second helping was wanted.

The present parking site was a vegetable and flower garden. Other houses on Orde Street took some of the space. Teachers came by street car (five cents), some on bicycles, others walked. They were expected to make detailed reports of all the lessons taught each week. The sitting room was a cosy place with a dark green carpet and settees in convenient places. If you were not a teacher or a member of the office staff you could not pass down the hall without a lesson card. A young lady was there to check. Studios had buzzers and primitive phones which were connected with the office, never to the outside world. There was a phone for that purpose in the sitting room with no charge for service. Teachers' mail was placed in a group of shelves on

the wall. Lessons could be had for fifty cents up to three dollars.

Now we leave this place with fond memories. Not much happened to interfere with our happiness, apart from a leaky radiator or a piece of ceiling which always fell down in the night. Sometimes we had to turn a deaf ear to the Mozart sonata in E flat above us, a Bach fugue in B minor on one side of us and little people having their first violin lesson on the other side, while we were teaching the mysteries of harmony in keys not used by our neighbours. We go to our new home cheerfully and it will bring something of a thrill to us all. So while this is the exodus we shall generate the spirit of happiness as soon as we have unpacked our bags in the new Conservatory on Bloor Street West. Perhaps the University motto applies to each of us: *Velut arbor aevo.*

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## About the Author . . .

Dr. Fred Horwood, musicologist and lecturer, is an active minister of the United Church with a special interest in young people.

This is his 36th year with the Conservatory. As an examiner, adjudicator, and teacher of theory he has developed a much-copied system of music training for young children. His textbooks are widely used.

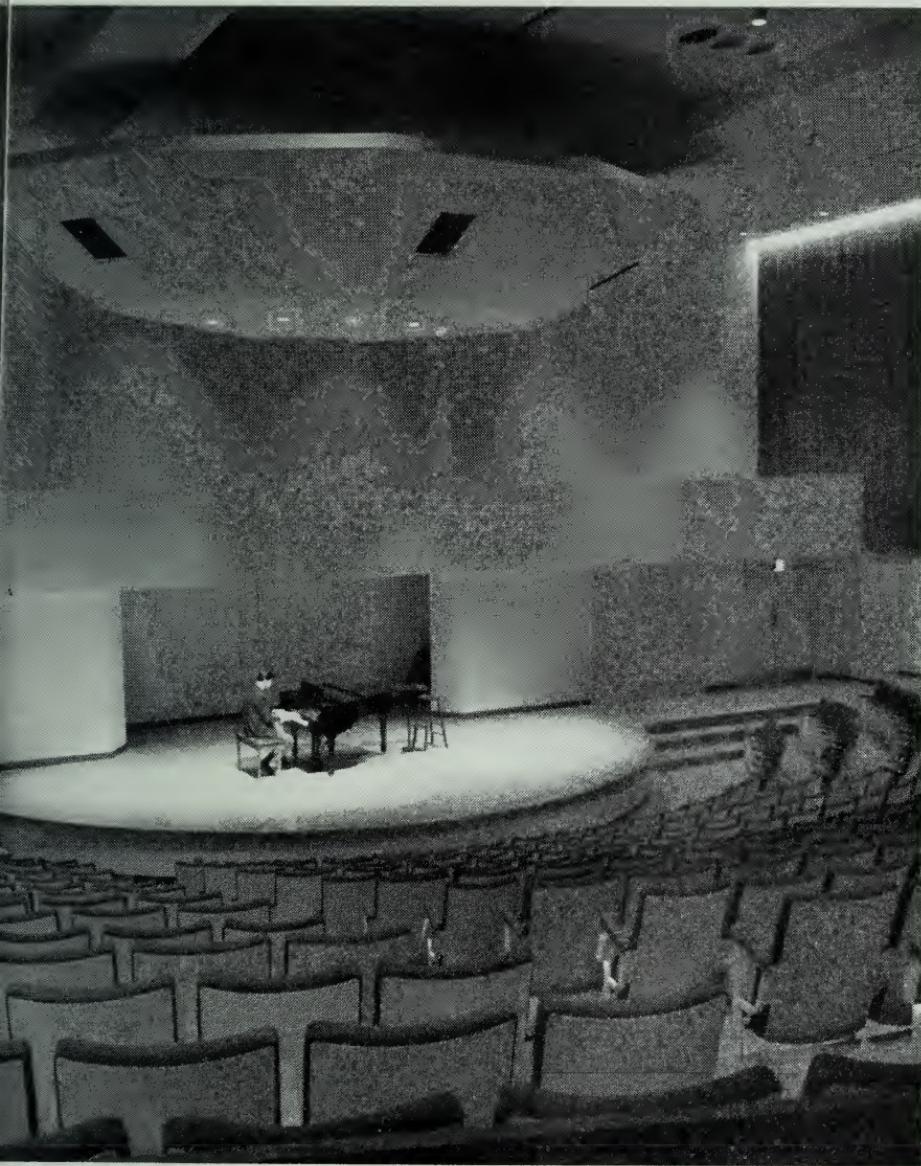
Dr. Horwood is in charge of children's activities for the United Church. His "Music-Maker's Corner" in the *United Church Observer* is the rallying-point for a club with 10,000 members. As members grow up and marry, some of them get Dr. Horwood to perform the ceremony in Hart House Chapel.

For over twenty years he has been the director of correspondence courses in music for the armed services and the Department of Veterans Affairs.

At 14, Fred Horwood won the London to Brighton Walk (52 miles). He says he can take his demanding schedule in stride because he is still in training.

Dr. Horwood earned his Mus.Bac. at Toronto in 1921, his doctorate five years later. He was a member of the University of Toronto Senate from 1934 to 1948.

While no Royal Conservatory events have been scheduled for the new 500-seat Concert Hall in the Edward Johnson Building, *below*, its students are encouraged to attend performances given by outstanding artists. The first to be heard was Teresa Stratas who had received her Toronto diploma, with honours, in 1959. Recitals in the Concert Hall are obligatory for diploma students in the Faculty of Music.







# *Humpty Dumpty, Automation, and TV*

MARSHALL McLUHAN

**J**UST BECAUSE all the King's horses and all the King's men couldn't put Humpty Dumpty together again, it doesn't follow that electromagnetic automation couldn't have put Humpty Dumpty back together. The integral and unified egg had no business sitting on a wall, anyway. Walls are made of uniformly fragmented bricks that arise with specialisms and bureaucracies. They are the deadly enemies of integral beings like eggs. Humpty Dumpty met the challenge of the wall with a spectacular collapse.

That is the point about the King's horses and men. They, too, are fragmented and specialized. Having no unified vision of the whole, they are helpless. Humpty Dumpty is an obvious example of integral wholeness. The mere existence of the wall already spelt his fall. James Joyce in "Finnegan's Wake" never ceases to interlace these themes, and the title of the work indicates his awareness that "a-stone-aging" as it may be, the electric age is recovering the unity of plastic and auditory space, and is putting Humpty Dumpty back together again. For many people in different ages, the return to the primal simplicity of nonliterate man has appeared as a dream of the golden age. To us it is becoming a terrifying possibility.

*Left:* Professor McLuhan in his office at St. Michael's

With the advent of electro-magnetism Western man put his central nervous system outside himself in a global embrace. For many centuries he had been engaged in extending this or that part of his physical organism as "new technology". One extension seemed to encourage another by a kind of exasperation and counter-irritation. By the end of the first phase of the Industrial Revolution most of the physical organs had been given extension in metallic forms, and Samuel Butler could argue that the revolutionary process had been transferred from the biological to the mechanical plane. This transfer meant enormous acceleration. Men could now assume the role comparable to that of the bees in the plant world, of cross-fertilization of their own mechanisms. By embracing their machines, by becoming servo-mechanisms of their own technology, men ensured the fecundation of that technology and its completion and meta-

morphosis in perpetuity. This is a point that Aristotle seems to have overlooked in connection with money, when he argued that it could not fecundate. As a machine for storing and translating work and skill, money does not fecundate. But as embraced by man, it certainly breeds, multiplies and evolves like the motor car.

It was just at the point indicated by Samuel Butler's observation concerning evolution and machinery that the entire mechanical world became enclosed in the seamless web of electro-magnetism, the extension of our central nervous system. The mechanical age had been one of increasing fragmentation and specialism. Mechanism endowed with a nervous system undergoes a total change. A society subject to such an electric technology can no longer endure the long established habits and patterns of centralism and specialism that accompanied the expanding organization and power of the mechanical age.

So generalized a change is more easily observed in particular instances. For example, the staff and line organization, or pyramidal hierarchies are not compatible with the decentralized character and speed of the telephone, the telegraph, the teletape. Electric information movement makes the same data available at the same time in business, in politics, and in entertainment, alike. In business, this calls for what is known as "job enlargement". Since it is not possible to exercise delegated authority by telephone, the decision-maker has to know a great deal more, not only

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## *The Author*

Professor of English in St. Michael's College, Dr. Marshall McLuhan won the Governor-General's Literary Award this year for his latest book, "The Gutenberg Galaxy" (University of Toronto Press). It is, he says, "an attempt to explain the nature and effects of phonetic writing and printing on the shaping of the Western world". Like other things he has written, the book has aroused controversy—for Marshall McLuhan is one of the most imaginative and provocative authorities on communications. He is also one of the most respected.

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about the over-all operation of the business, but of its total relation to society and to change. In educational terms the conventional division into subjects cannot bear up very long against the same electronic pressure. The electronic pressure to recognize and to follow the unbroken contours of the learning process is an inevitable expression of the fact that in electricity we have put outside us in an institutional and technological form those very characteristics of our private inner lives that constitute the unity of our private consciousness.

The effect of electric information tends to create in the world at large a consensus of data which increasingly approximates the inclusive, unified field of private consciousness. This tendency is sometimes equated with the dread word "automation". In practice, automation depends upon the creation of a simultaneous field of inter-laced production and consumption, which confers on the entire economy a social and political equilibrium resembling the state of a tree in relation to water, soil, and air. The world of advertising, so much misunderstood even by its practitioners, is a sort of primitive attempt, by the handicraft means of print and photo, to anticipate a state of social homoeostasis. Ads seek to establish a condition of harmony and interrelation among all human needs and aspirations. The logic of such a tendency in work and society is to eliminate human beings from the scene of work as completely as the thermostat can eliminate the fireman.

Joblessness is a spectre only when seen from the older perspective of a mechanized society with its hierarchy of specialized tasks. Looked at in electric terms, the immediate prospect is for "work" to become identified with the learning process, itself. That is why "paid learning" is an immediate prospect. The programming, moving, and consuming of information is even now the largest aspect of our economical life.

The coming pattern in university organization, in accordance with the new fact of instant information movement, is to endow the entire education spectrum with a character of depth and unified inclusiveness never known before. This trend, however, will not be accompanied by increasing centralism. On the contrary, such unification of knowledge proceeds by the creation of small dialogue teams such as triumphed in the creation of the Polaris missile. Instant access to information for the student has the same effect on the learning process that the telephone has on the decision-making process. Both learner and decision-maker become much more deeply and creatively involved than under mechanical conditions of piecemeal and fragmentary parcelling of written material. Only the dialogue of small groups is able to cope with these instant conditions. Depth in learning and in the execution of tasks is the natural result of the interplay among a wide range of factors. Paradoxically, even specialism, pushed all the way, tends toward interrelation with other fields. Interrelation is depth. Electric

information pushes all specialisms at once to that point of depth awareness. It is a kind of point of mythic awareness. Myth is the instant awareness of the totality of a complex process. Electricity compels us not only to think, but to live mythically. After centuries of exploding myths by lineal commentary and fragmentation of mechanized living, we naturally find it very difficult to accommodate ourselves to conditions of the present age.

By way of illustration of the kind of opaqueness that we experience in moving from a mechanical to an electric technology, the TV image will serve very well. Most people say that they can see very little difference between the movie image and the TV image, and yet it is the difference between the age of mechanized industry and of cybernation. At the end of the nineteenth century, painters like Seurat (the *pointillistes*), and Rouault early in this century, had begun to put on canvas a mosaic image that was a profound anticipation of TV technology. In making their type of mosaic, with its light through, rather than light on, an assembly of fragments that required closure and participation by the viewer, they had a specific end in view. They considered that their task was "to endow the retinal impression with tactile values". Previous technology, up to and including the photograph, had tended to isolate the senses and to separate the perceptual functions. To endow the specialized retinal impression with tactile values, meant, in fact, to relate the sense of

sight to the other senses once more. For tactility is not so much the isolated sense of touch as it is the interplay of all the senses. That is why so-called "abstract" art, with its highly tactile quality comparable to cave painting, is really the means of indicating the contours of a complex process of creative perception.

Since the TV image has the character, technically, of a mosaic mesh, the viewer is necessarily involved in completing this image at all times by a complex act of synesthesia. This is not the place to demonstrate this fact. It will, perhaps, suffice to point to some of the more obvious effects in the lives of the young. In the effects upon them, we can see written in small character the overall effect of electric technology on all of our institutions and experience. The teenager, as opposed to the conventional adolescent, is a person of complex emotions rather than the specialized attitudes and non-involvement in the adult scene, which we had long learned to expect of our adolescents. Even the small child today is sophisticated, which means able to experience more than one emotion or feeling at a time. This is not a result of the mere programming or content of our media, but rather of the kind of image which those media compel him to participate in. In particular, the TV image, with its mandate of depth and participation, provides him with an extremely precocious life and with a sense of relation to his society more deeply interfused than anything in the experience of many parents and teachers.



## Educator in Shirt-Sleeves

BOB LANSDALE photographs Robert Gill

THIS AUTUMN, when the play season opens at Hart House, the director of the theatre will be in London's West End, first stop on a sabbatical which will probably take him—with the sun—to the south of France, then to Greece, then back along a zig-zag trail of theatres in Europe. Robert Gill is not definite about the itinerary. After 17 years of working to deadlines, the last thing he's interested in is a time-table.

Four guest directors will take over Mr. Gill's undergraduate responsibilities while he is away. He will not be

leaving Toronto until the Summer School of the Theatre, which he directs, ends in August. This will follow last year's pattern: an intensive six weeks' course in the fundamentals of acting, directing, voice and speech, stagecraft, make-up, and the history of dramatic literature. He will be back in time for Summer School, 1964.

Bob Lansdale attended two rehearsals to make the photographs of Robert Gill that appear on this and succeeding pages.

He used a small camera and available light.





## *"I like it here!"*

WINOCENE FERGUSON interviews Robert Gill

*To set the stage, Mr. Gill (I began), how do you like your job?*

I came up here in 1946 (he replied). The understanding was that the University would look me over for a year and I would look the University over for a year. Well, I'm still here. I well remember all those years ago. I had been in the tryout of a play in summer stock—a play that was on its way to Broadway. The author was a personal friend of mine, and he said, "If you come to New York in the fall, you can have this same part in the Broadway production." That run lasted four weeks. This one is ending its seventeenth year. I like it here.

*How did you get interested in theatre?*

When I was about ten, my parents took me to see what was probably the worst play of the decade. It was written by George Abbott, he starred in it, and it was a cowboy western called *A Holy Terror*. As I look back, it must have been a dreadful play. But I was hooked right there.

*What did you do about it?*

Went to the theatre. In those days, in the late twenties, it was fantastic the amount of theatre a young person could see. We lived in Baltimore. When I was in my teens I was allowed to go to the theatre every Friday night. That was what I spent my allowance on. There were usually four plays in town, and a stock company. And I always had to make my choice.

*You could go to anything?*

Yes—which accounts for some of the trash I saw.

*When did you start acting?*

At college. When I was nearly through high school I discovered that there was a place called the Carnegie Institute of Technology which had a drama department, where all your academic studies and all your other studies were aimed at the theatre—at theatre training. And I knew that was for me.

*And after graduation?*

I went on acting for three or four years, until I discovered that I didn't like acting. To me, the interesting part of a production is the rehearsal—the creative part—getting it put together. Then, in acting, the repetition just becomes a bore. Unless you're playing Shaw or Shakespeare. For instance, I was stuck one entire season, from the middle of September to the middle of June, in *The Drunkard*. There is not much joy in that. That's why I turned to directing.

*Where?*

Just before I came to Toronto I was teaching at Carnegie Tech, and also

was the director of the Pittsburgh Playhouse.

*You never act in Hart House plays?*

I did just once—in 1951, as I well remember. It was Henry IV, Part 1, a jinxed show. I have never been as glad to see a show close in my life! The mother of the boy who was playing the king died during the week. I couldn't learn the part completely—it's quite a long one—so I had to carry a book part of the time. In the battle scenes I had the words typed out and pasted on the back of the shield.

Then the light man hurt his leg and had to limp up and down in a cast. On Saturday one of the actors forgot there was a matinee: we had to root him out of bed and get him to the theatre. When the matinee was over, and I was thinking nothing more could happen, the stage manager came up to me and said, "By the way, the curtain line just broke."

King Lear also was a jinxed show. One of the girls was taken ill and I had to coach a replacement on about 24 hours' notice. That time the light man had a bad attack of 'flu and could hardly keep awake. I had to be up on the light board with him to wake him up and give him every cue.

*No understudies?*

No—and we've been lucky.

*Getting back to Carnegie Tech: what advantages do you see in the Hart House system over a formal course in theatre?*

There are advantages and disadvantages. As the student is not registered in an acting course, he has no responsibility, really, toward you

or toward the theatre. It has happened at times, although not very often, that somebody will say: "I'm sorry I can't come to rehearsal tonight, I'm going to such and such an event." If he were enrolled in a course, he could be fired right out of school or he would have a certain grade taken away from him.

One of the advantages is that the theatre, in return, has no responsibility to the student. He has paid no fee, and if he comes in to audition and hasn't got the stuff, I don't have to use him.

*You don't have to take any duds?*

Right! I don't have to cast somebody just because he has paid a fee or registered in a course. This means that the talented people on campus get the opportunities to act and develop.

*Haven't a number of your students gone on to careers in radio, television, or the theatre?*

Among directors I think of George MacCowan, Henry Kaplan, Leon Major; among actors—Anna Cameron, Charmion King, Barbara Hamilton, Kate Reid, Murray and Donald Davis, William Hutt, David Gardner, Ted Follows, Eric House, John Douglas.

They had been in high school plays or an occasional University show, most of them, but being in a Hart House Theatre production was their first serious attempt to act. Being in a play remained fun but also became deadly serious business. The thing that has made them such a delight to work with is absolute seriousness of purpose.

Over the years more than a hundred of our people have gone into the theatre.

*Is training such people the main purpose of Hart House Theatre?*

Oh, no! The purpose of the theatre in three-fold and none of the reasons for its existence is more important than either of the others. It also serves to introduce students to live play-going. Students from Toronto these days have been exposed to the O'Keefe Centre, to the Royal Alexandra and the Crest. But students who come from smaller communities have probably never seen much live theatre at all. That's why I feel that the University subsidizes Hart House Theatre to the extent that it does—so that students can see four plays a year for the whopping big sum of \$3. The third purpose is that it serves as an extracurricular activity for the students who want to take part in plays. Just as some of them are interested in music, art, debates and what have you, others are interested in play participation, without necessarily thinking of going into professional theatre.

*How do you find your players?*

In the fall, freshman tours of Hart House end in the Theatre where I explain our broad principles and tell them about the plays we will be doing. The first two plays of each year are cast the previous spring; those interested are invited to apply to audition for the third and fourth. We cast plays months ahead so that each student knows when to expect a heavy rehearsal load and can budget



his time. I have made it a general rule that no student may participate in more than two plays a season, and usually not two in a row. The student is at the University to get an education and it breaks my heart when one fails because he's spent too much time in the Theatre.

*What about marks? Have you ever had a one-one student?*

I can't remember off-hand anybody who has come first, but most of our young actors seem to do well.

*Any shortage of applicants?*

Oh, no. When I'm having auditions I see a student every ten minutes for three hours Monday, Tuesday, Wed-

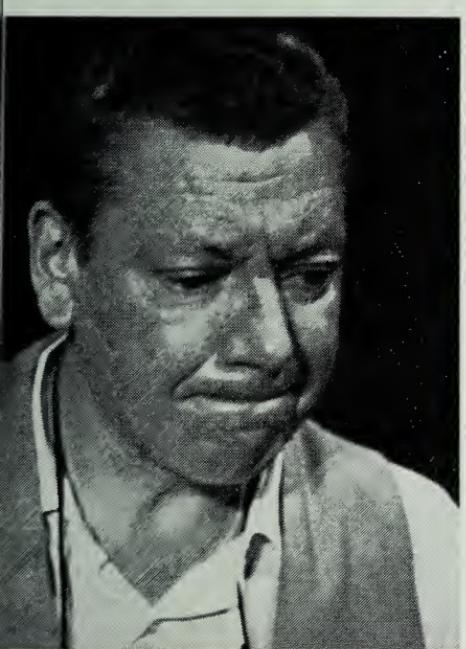
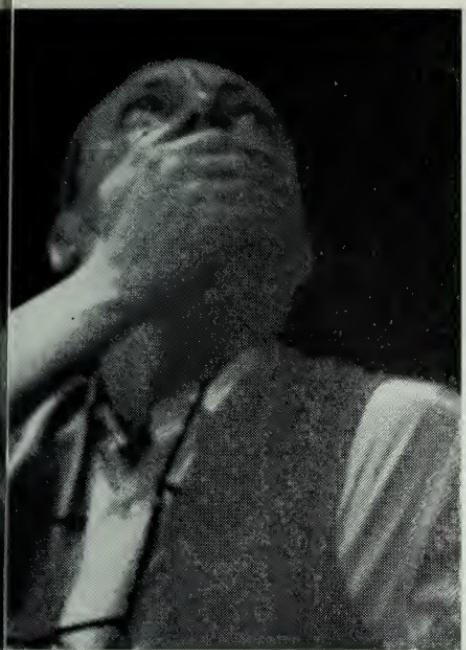
nesday, Thursday, and Friday—and this may go on for three or four weeks. I keep a card file and there are usually 400 names in it. In a year about a hundred get a chance to participate either on stage or back stage.

*I suppose more women than men apply?*

That's the case in university theatre, Broadway, London's West End, all over. Unfortunately, most plays call for more men than women.

*Is it hard to cast some of the male roles?*

It depends on my luck. Sometimes I have to fill in with someone I would rather not use. There is tremendous



The essence of one of those intense little dramas which go into the making of a play appears to have been captured in the six photographs on these facing pages and overleaf.

*What was the problem?*

"I was keeping my distance, as promised," said Bob Lansdale, "and I couldn't hear too well. But it seemed to me everything turned out all right—there was a happy ending!"

demand for students interested in theatre. If they are in Arts, their college is doing its own play, too. I've discovered it's not wise to do a play with a mob or a crowd near the end of the year. At the beginning of the year—fine!

*How do you pick an actor?*

I can usually tell at an audition whether a student has talent but I have been fooled both ways. The general principle is to break in a first-year student with a very small part—not only to test his talent but to see how he responds to theatre discipline. One of the most interesting aspects is the way freshmen learn from third- and fourth-year students to be on time for rehearsal, to be tidy in the dressing room and so on.

*Have you ever used anyone who had never been on a stage?*

Oh, yes. Seldom in a big part although that has happened. Usually it's a question of a slow build-up.

*You mentioned the Arts Colleges. How about the professional faculties?*

I've had a couple of good actors from Engineering. And there seems



to be an affinity between Medicine and the Theatre. Time is the great problem with the Meds.

*Do you have to teach some of your actors how to speak English?*

You mean pronunciation? Yes, we have to spend time on that. One of the actors this year had real trouble with the word seduce. He pronounced it "sedooce". In the theatre that sounds terrible.

*What happens when two actors appear to be equally good prospects for a leading role?*

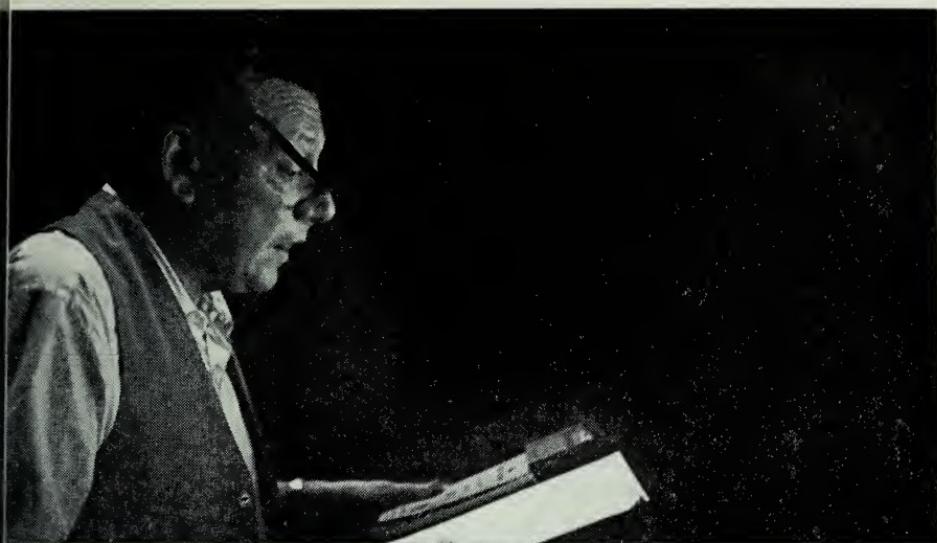
That can be a headache. If it is a toss-up and only one is interested in the theatre as a career he gets it.

*You mentioned that students also work back stage?*

Indeed they do. I've been extremely lucky with student designers these last few years. Oh, they do everything. They'll prompt a show, hold book, work props, help paint the scenery, help make costumes.

*Think back to 1946: why did you choose Saint Joan as your first play here?*

I think every theatre person has wanted to do Joan. It's such a great, great play. In the professional theatre it is an extremely costly play to mount. Outside the professional theatre, the problem is to find enough good actors



because there are so many excellent roles for men. In 1946, with so many men back at university on DVA, the pool of talent was incredible—all ages, too. So I thought this was the opportunity of a lifetime to do Shaw's Joan.

*You seem rather partial to Shaw?*

I have a tremendous admiration for this great mind. Consider *The Doctor's Dilemma*. I can't think of any other playwright who could introduce his play by having five or six doctors sit down and talk about medicine for half an hour before the plot even starts. And its absolutely fascinating. Nothing happens. They just talk. But what talk!

*According to my quick count of your plays, Shaw and Shakespeare run about even—eleven to ten.*

I don't do Shakespeare any more. Since the advent of Stratford I don't think any other company in this province can do Shakespeare. People just won't turn out—they'll wait for summer and go to Stratford. In many ways, this is a pity. It's a shame that any budding actor must end his undergraduate years without having played something in verse. Occasionally I choose a play in verse by some other writer.

*Are there many to choose from?*

Oh, yes. John Ford—the whole Elizabethan and Jacobean field.

*What have you against Chekhov?*

I have absolutely nothing against Chekhov.

*You haven't done any of his plays?*

I've done *The Sea Gull* and would love to do another. The problem is

that they are extremely difficult plays. They require such skill! When you see them well done, they look so easy. But they are far from easy. Noel Coward presents a similar problem. It's the old saying in amateur theatre: "Let's do Noel Coward—it's so easy—there's nothing to it." There is nothing worse than an amateur production of a Noel Coward play that plods when it should skip.

*What plays have given you the most pleasure here?*

Saint Joan. And our production of *Othello*. There was so much talent available that I couldn't choose between two Iagos, so I had them play on alternate nights.

*This was the post-war period?*

Yes. And I should add a production of Robinson Jeffer's *Medea*, and certainly Tennessee Williams' *Camino Real*, *Death of a Salesman*. I remember *Camino Real* simply because it was such a delight to do.

*You look on Williams as a fine playwright?*

Yes, I do. There was *Glass Menagerie*. And *Streetcar Named Desire* this year.

*These plays, the theatre as a whole, you see them as part of the educational pattern?*

I feel very strongly about this—the difference between reading a play and the experience of going to theatre. I found very interesting this comment by a friend of mine after the opening night of *Devil's Advocate*: "Do you know, it's a curious thing, but a generation ago a company of student players couldn't have played this

play." They would have been embarrassed by some of the subject matter, by some of the characters. Now the students are more sophisticated; they take it right in stride. I mean not only the players: the student audience accepts factors one wouldn't have accepted twenty years ago.

*What kind of play draws the biggest audience?*

You know, if anybody could answer that question absolutely—he'd be a millionaire. Generally speaking, I've always done as well with Shaw as with anything else. This is partly because Shaw is on reading lists. The students have to study Shaw so they will come to see him.

There was a transit strike during our production of *Pygmalion*—no street cars, no buses. But such is the power of Shaw that we played ten performances and never had an empty seat.

*Ten performances are more than usual?*

Yes, we did a couple of matinees for high school students.

*You said something to me a day or two ago about *Bus Stop*—that you wouldn't put it on. Why not?*

I wouldn't put it on, in the first place, because it's been done to death. A road company has been here; it's been done in the movies, and that is just about enough to kill a production as far as audience interest is concerned. And anyway that is the kind of play that I don't feel has particularly much to say. I don't feel it fits into a university as well as say, *Death*

of a Salesman, which has plenty to say about our current civilization.

*What about actors? Who are the great Americans of this generation?*

Two of my idols are Alfred Lunt and Lynn Fontanne. Of course, they are not young people. There's another generation, too: Uta Hagen, Anne Bancroft, Eileen Heckart, Maureen Stapleton, and of course Geraldine Page. Last spring I saw Miss Page on successive evenings in *Summer and Smoke* and then in *Sweet Bird of Youth*. It was just incredible that one woman could play two such different roles—this is acting, not just personality. Then there is Paul Newman, who also played in *Sweet Bird of Youth*. I think the difficulty as one gets older is that one remembers things seen in the past as being greater than anything to be seen now. There are very, very good actors in the States but, to me, none has quite the tremendous star quality of a generation ago. I'm thinking of people like Nazimova. In the English theatre—certainly to me—one of the great, great actresses is Margaret Leighton.

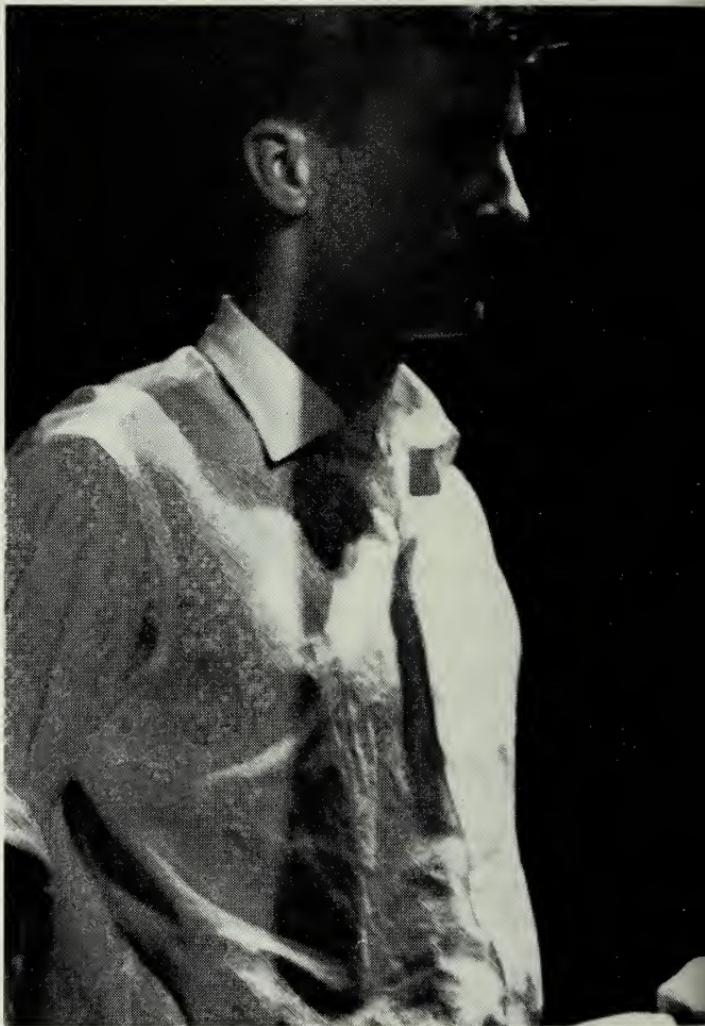
*Why are English actors successful in the States?*

In England an actor can start out to learn his craft by *acting* in the rep companies, and there are no such repertory companies in the States. That's why I think the English actor has a little more polish. Mind you, he hasn't the vigour of the American actor. That is the complaint so many Americans make about the English theatre: that it's too pallid—wonderful style, but nothing from inside.

Whereas the American theatre is just the reverse. I think this explains why our Stratford is so tremendously successful. Most of the actors combine a sense of style with North American vigour and power.

*Do you like the new stages at Stratford, Minneapolis, Chichester?*

Of course it's a fascinating stage. Every time I walk into the Festival Theatre it gives me a tremendous thrill just to look at that beautifully organized space. But, except in the hands of a master like Michael Langham, there are drawbacks. I have found time and again that if I

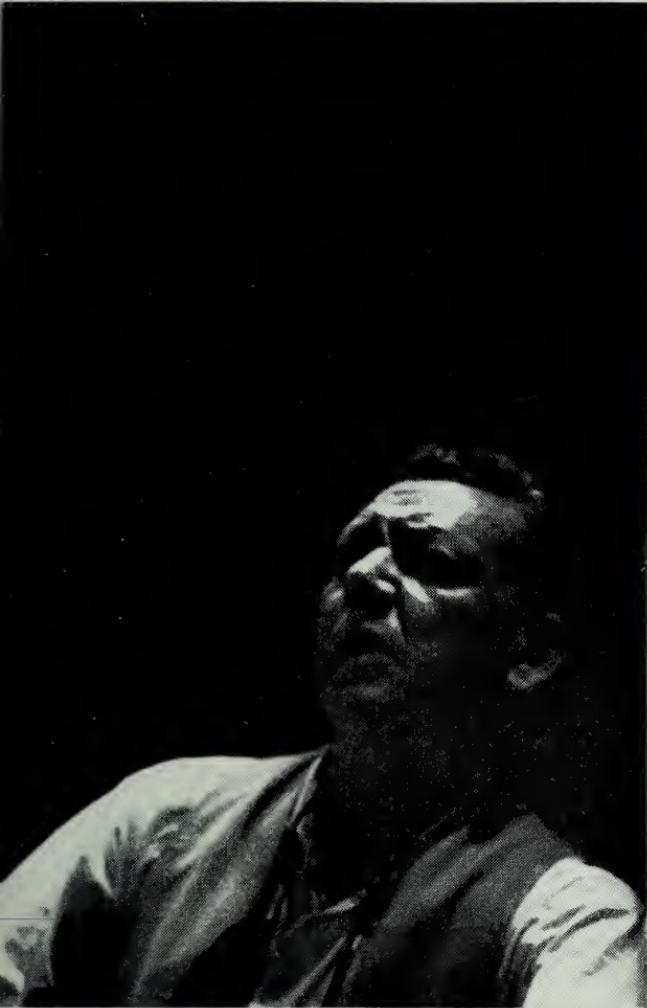


am not sitting dead centre at Stratford I'm looking at somebody's back most of the time. The projection problem for the actor is pretty rough: he must not only project forward, but backward. If his voice is not thoroughly trained and thoroughly projected, you spend a good bit of time—unless you

have a good seat—wondering what that man just said.

*Why are they being built?*

I think it is perfectly natural, a rebellion against the old peep-hole theatre I suppose, which is best exemplified by the horrible things of Belasco and that period. The absolute



realism! The curtain goes up, the removal of the fourth wall, all that nonsense.

*What are your feelings about the Method school of acting?*

The Method has had more junk said about it than any other innovation in the last 50 years. Of course it is valid. Almost every good actor and director uses things from the Method. But where the Method is misunderstood and misapplied is where it neglects technique. Technique, some people think, will take care of itself if you apply the Method. That simply isn't true.

*Just what is the Method? Feeling the part?*

Yes, the feel—but one can't define the Method in a few words. I've just been reading Robert Lewis's book, "Method or Madness", which I think is the definitive statement on the Method. It takes a whole book, a series of eight or ten lectures, to explain the Method.

*How long do you rehearse for a Hart House play?*

I have from 7.30 p.m. to 10.30 for four weeks for each show.

*What form do the rehearsals take?*

The first rehearsal is always a read-through—to get the sense of the whole play. Then we discuss it. Other rehearsals that first week are rather agonizing—so-called blocking rehearsals, getting positions set, who's going to move where and when.

Now I come back to my point that the student is at university for an education. He shouldn't be made to sit around for hours and hours wait-

ing for a cue. So we take the time to work out a schedule for breakdown rehearsals. This means that certain key characters are called for specific periods of about 45 minutes. Thus a student, if he's not playing a lead—which means he has to be there every night—may have to rehearse only, say Tuesdays and Thursdays for the second and third weeks.

Then, in the final week, it's a run-through every night to get the show jelled.

*Some of your actors are veterans of high school theatricals?*

I know of one or two people in the high schools who are doing simply tremendous work with kids. For example, when a student comes to me and says he's been in such and such a play for John Saxton I perk up right away because I know he has acquired some good background.

*Do most high schools provide such training?*

Not to the extent I would like to see. I think for the good of our theatre, for the whole future of Canadian theatre, starting the students at the high school level is important.

Many high school teachers, teachers of English, are asked to put on a play with students and they don't know where to start. This is one of the areas in which our summer school is helpful. We've had a number of teachers taking the course because they had to put on plays and didn't know how. The more good activity in high school the better. It means that kids get interested in the theatre when they are young, and the interest sticks.



*Have you ever repeated a play?*  
At Hart House—just once. Thornton  
Wilder's The Skin of Our Teeth.

*Why?*

I think it is one of the great plays of our generation. It was at least ten years since I had done it at Hart House. So I thought—well, try a repeat.

*How did it go?*

Not as well as the first time.  
*Is that the production you most regret?*

Oh, no. I think my biggest regret was a very sad and sorry production of O'Neill and it hurt all the more because I admire his plays so much. This was a production of Marco Millions and I cannot say what went wrong with it. It was an elaborate,

expensive production with, I think, a cast of at least fifty people and it somehow just didn't click.

*Have you ever started cold with a play you haven't seen produced?*

Many times. As a matter of fact I would rather do it that way. I would rather not have a preconceived idea of it.

*Has anyone who got his start at Hart House written a play that's been produced?*

Yes, Fred Uringer had a play produced at Stratford as part of the Festival a couple of summers ago.

*I know you've produced at least one first performance by an unknown playwright.*

Yes, last year I did a play by a graduate student here at the University: Howard Adelman's *Root Out of Dry Ground*.

*Who are the successful Canadian playwrights?*

I think Howard Adelman is going to be one. And I am certainly very, very fond of the works of Robertson Davies. He writes plays that play for me. And, of course, there are the people writing for television.

*You haven't come up with many names!*

I think it's because the theatre in Canada, even though it has blossomed, is still a pretty small affair. I think that if the Canadian theatre were as big as the American we would have as many playwrights as they. Putting on a play is a terribly expensive proposition. Even though the whole operation is so much bigger in the States, the same question is asked there as here: "Where are the playwrights?"



## The Open Houses:

Right now, Jarvis thinks he will be an architect . . .

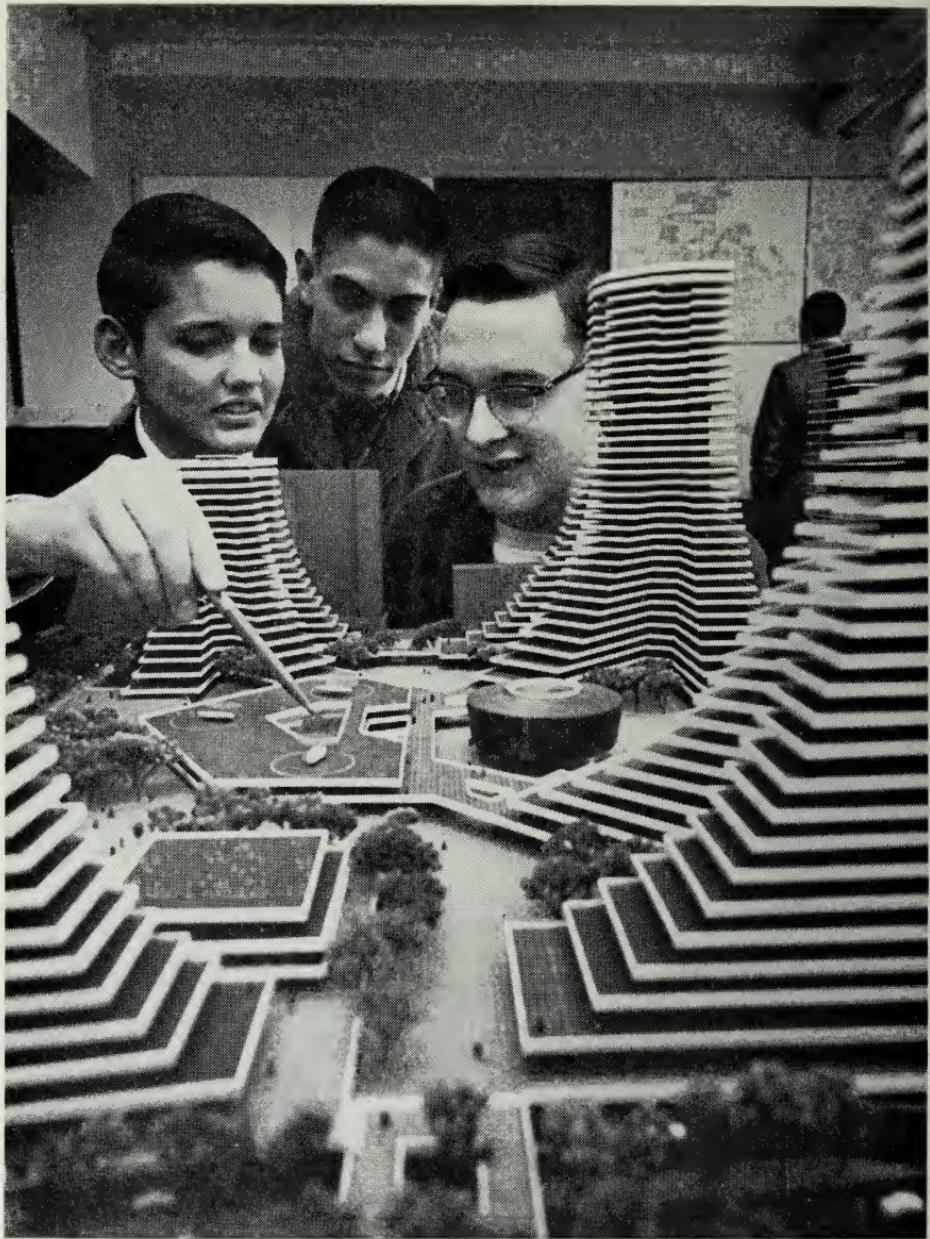


WHEN OPEN HOUSE season arrives, staff and students in some University divisions are hard-pressed to design displays which will do justice to their disciplines. But Architecture never worries—each spring a fresh batch of models and drawings, the results of normal term work, is ready for inspection.

Jarvis Sheridan, 12, the young man studying a model for a Pilgrim church *above*, draws floor plans in his spare time and is seriously thinking about architecture as a career. His sister,

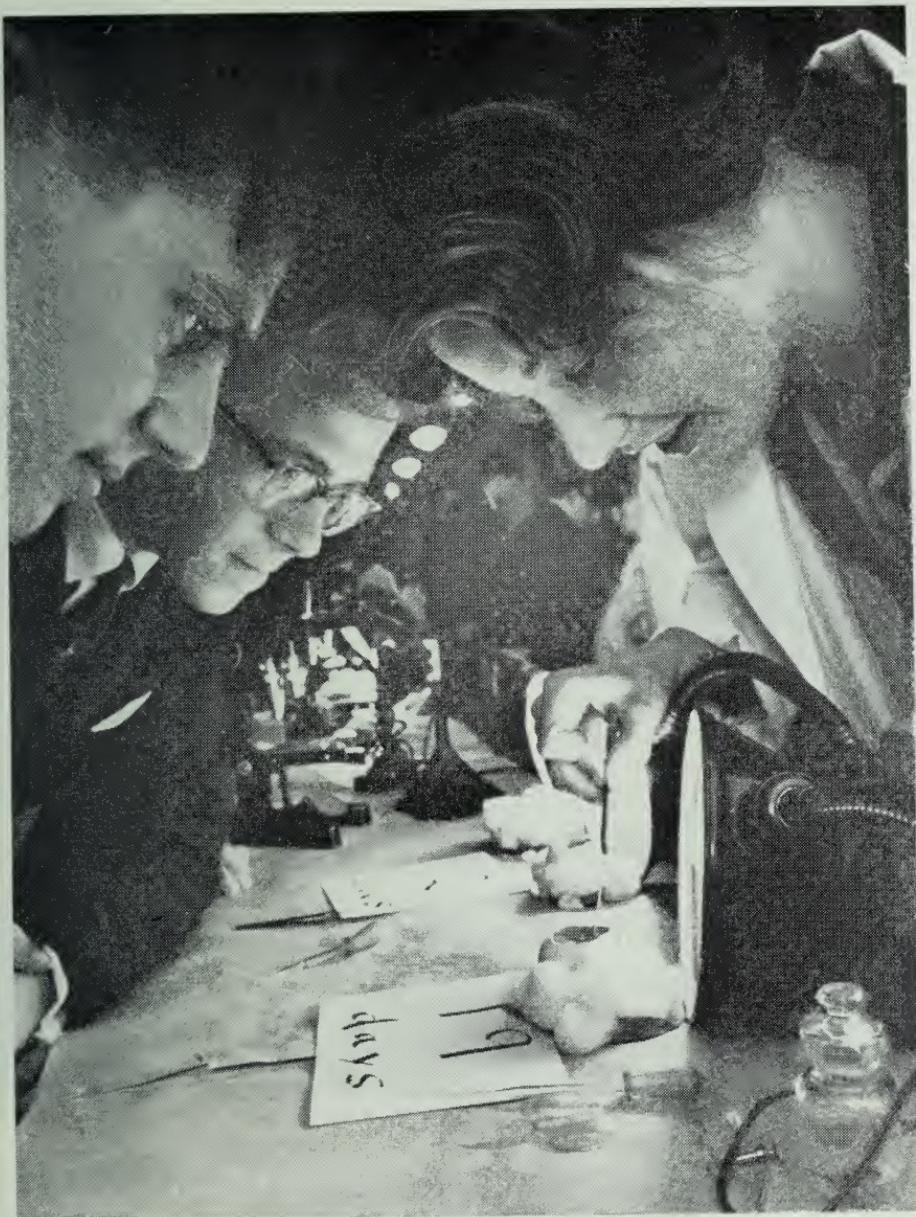
who is 10, has pretty well settled on photography. (So much for their earlier interests, the law and nursing.)

Their father, George Sheridan, who is seen with Jarvis, helps his children to learn as much as possible about careers that attract their attention. Now vice-president of Plastic Contact Lens Company of Canada, Limited, Mr. Sheridan became interested in his own field through a family friend. He then enrolled at the College of Optometry and also took courses in the Division of University Extension.



**ARCHITECTURE:** Students from York Mills and Earl Haig Collegiates with a fourth year student's design for a financial centre

**ZOOLOGY:** Miss Pamela Pennell, a fourth-year student in Honour Arts, discusses an egg embryo with two interested visitors





**REHABILITATION MEDICINE** gave Open House visitors this demonstration of suspension therapy. Miss Joanne Bradley (second year) is in the sling, and Miss Virginia Cairns (graduating year) is explaining how the apparatus permits patients to exercise "in a frictionless field" as they would in a pool.



## *A bell and a slender spire*

The Old Campus will still remind us of Matthew Arnold's Oxford, "whispering from her towers the last enchantments of the Middle Ages".

—President Claude Bissell

**I**SUMMON THE LIVING: I mourn the dead: I rouse the sluggards: I calm the turbulent"—with these forthright declarations inscribed in Latin around her elegant bronze waist, Sancta Catharina, the Bell of Massey College, ascended to her tower.

No slugabed has yet been reproved by St. Catharine. Her rich contralto will be heard by the University community for the first time when Massey College has its official opening ceremonies this autumn. A prelude to these events will be an evening party for the workmen who put up the building, and their families.

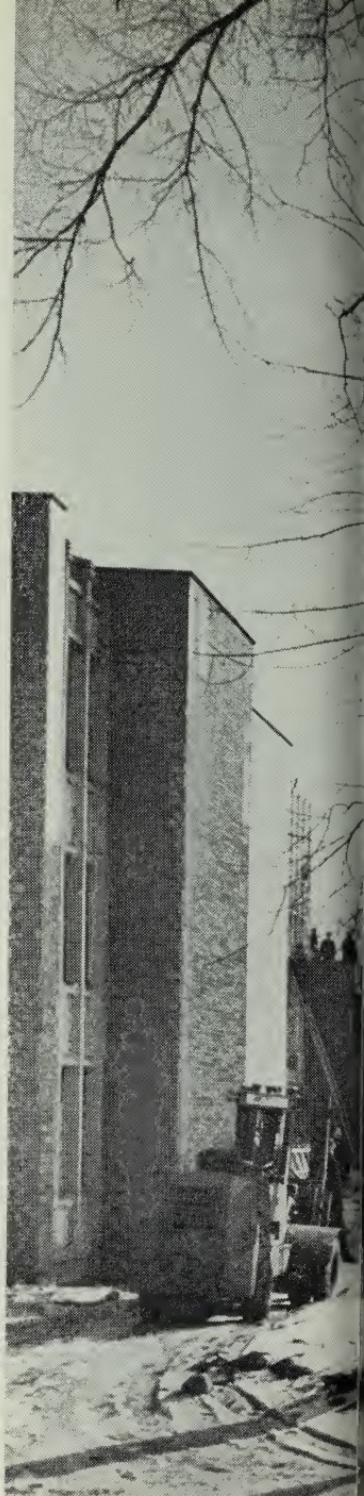
Shortly after St. Catharine's arrival, Trinity College fastened the flèche to Cosgrave House in a ceremony marking completion of the College's four-year development plan. The new residences will be officially opened June 1.

Photographs of the bell and the slender metal spire follow. First, St. Catharine:



A workman salutes St. Catharine as she begins her journey into the tree-tops. Named for the patron saint of scholarship, she was cast by the Stoermer Bell and Brass Foundry in Breslau, Ontario. She weighs 1300 pounds.

The photograph at right was taken from the northern end of Massey College quad, looking towards the bell tower and the white screen of the dining hall. The quad will have turf, shrubs, walks and an ornamental pool when the College's first Junior Fellows arrive in September.

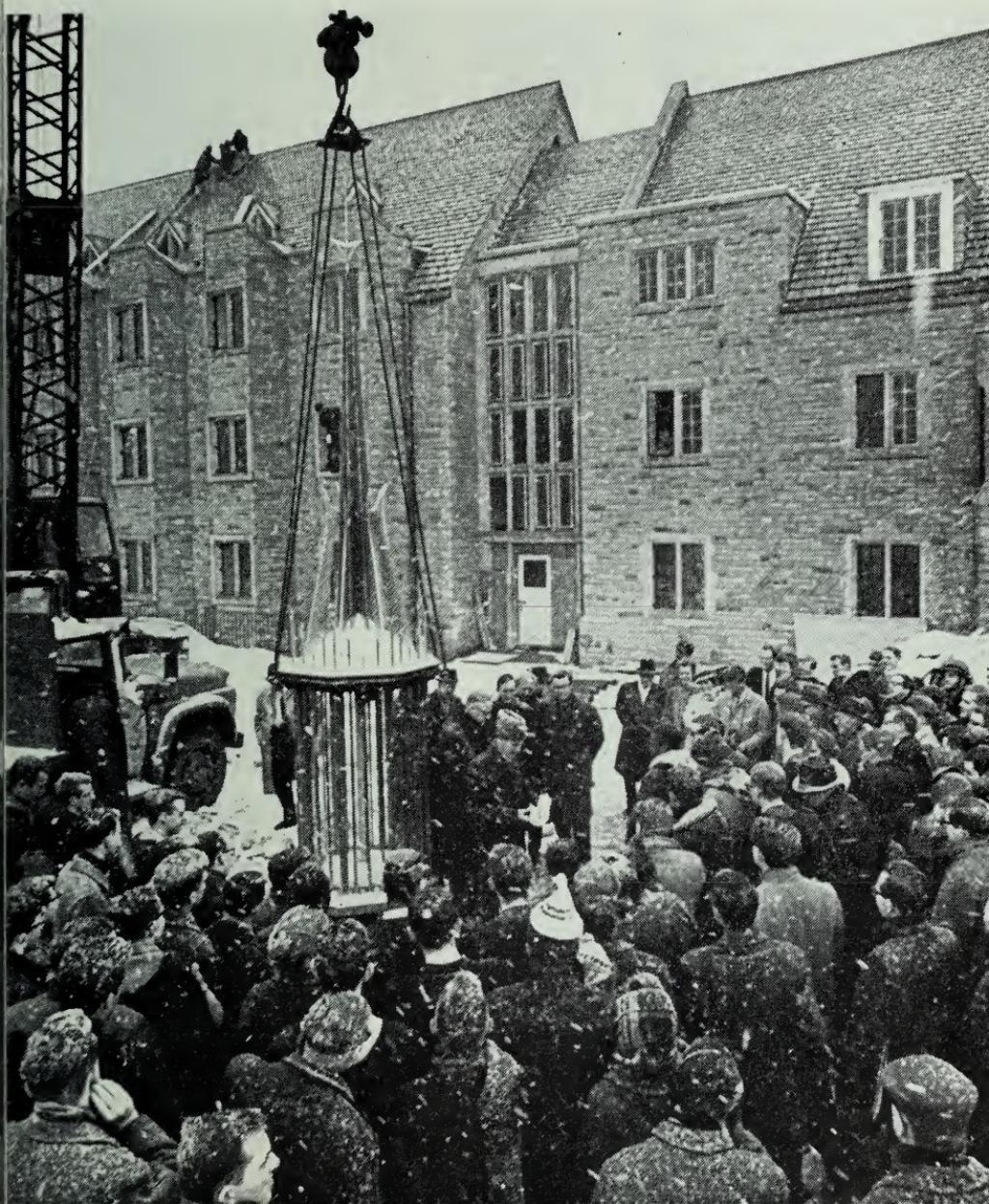


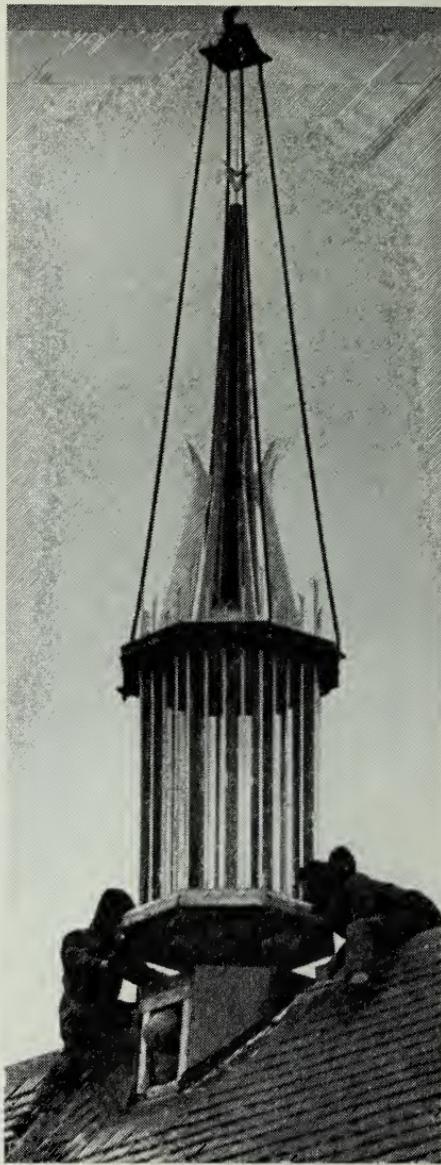
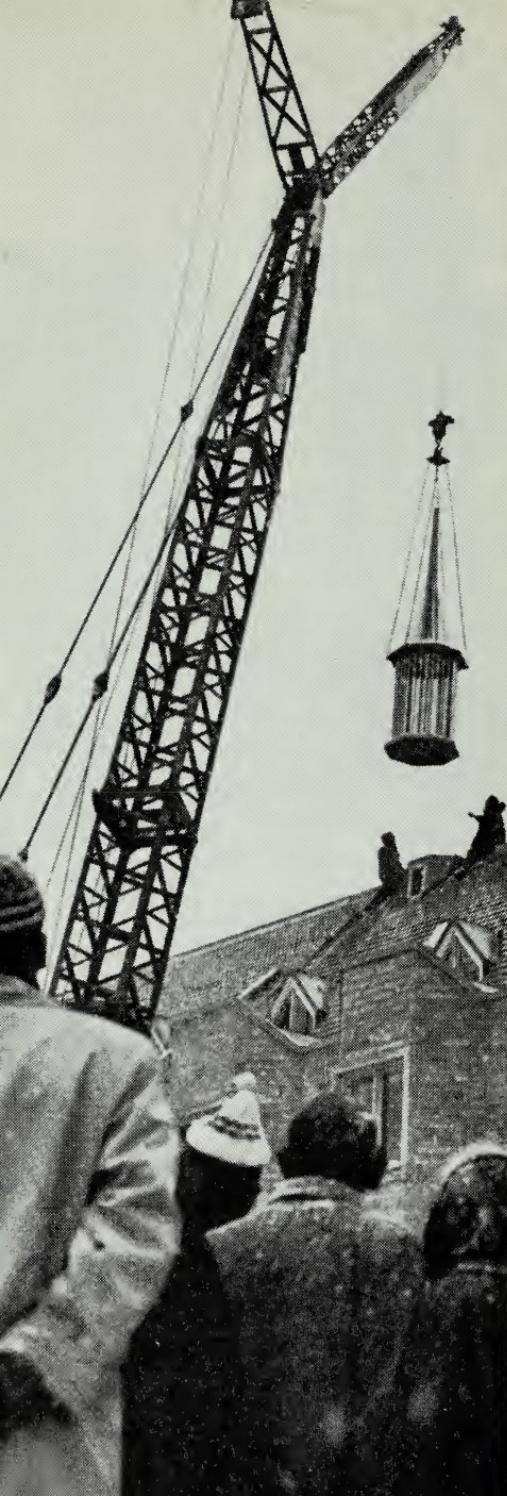




Safe home to her concrete latticework comes St. Catharine. "Massey College," wrote Elizabeth Kilbourn in the *Toronto Star*, "just could turn out to be one of the most original important pieces of architecture ever built in Toronto."

Trinity's flèche, finished in verdigris and gold leaf, and with much copper work exposed, weighs nearly a ton. Here in the College quad, students and staff surround Provost D. R. G. Owen as he seals documents of the day inside the graceful spire. To the north, on the ridgepole of a new residence, workmen are ready for their role in the ceremony.





The big crane swings the spire into place, the last bolts in Trinity's \$3 million development plan are given a final turn, and Provost Owen announces: "I declare this flèche well and truly fastened."

## 30 Rotary Clubs promote Centre for our students from abroad



ROTARY INTERNATIONAL and the University are making excellent progress towards an International Centre for Varsity's foreign students. The University has acquired land on the north side of Harbord Street between Spadina and Huron; thirty Rotary clubs are raising upwards of \$250,000 for the building that will soon be erected there.

The photographs on this page and overleaf were taken at International Centre Night in Hart House earlier this year—a sparkling, joyous evening of songs and dances by students from many countries of the world. The Great Hall was packed.

Above: Miss Eleanor Gabez, who has come from the Philippines to study music, and Jan Tupker, chairman of the Rotary committee, display the night's take: \$7,000 in cheques turned in by representatives of various Rotary clubs and more than \$600 given by students.

Last autumn a grant from the Varsity Fund made possible the appointment of Mrs. Kay Riddell as the first adviser to the University's foreign students. About half the young men and women in this rapidly growing constituency—which now totals over a thousand—come from Africa, Asia, and the West Indies.



Above: In the Candle Dance of Sumatra are Miss Umar Marsinah (Nursing); Dr. Karnen Baratawidjaja (diploma in bacteriology last year, working in Connaught Labs this year; his wife is studying in School of Hygiene); and Dr. Mina Jusuf, who is enrolled at the University of Western Ontario.

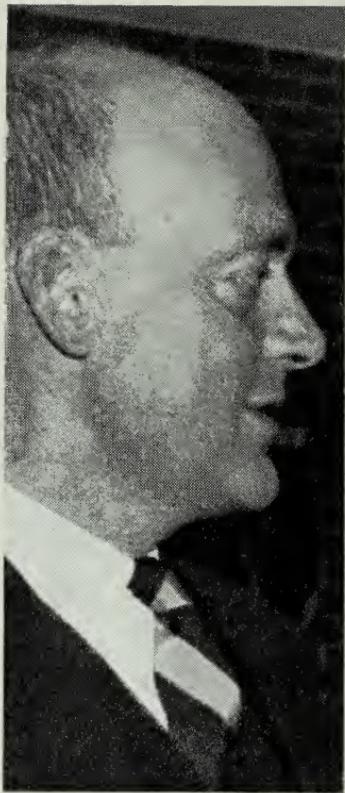
Right: Philippines' Bamboo Dance is performed by Amy Abary, now a nurse at Mount Sinai Hospital, and Miss Gabez (page 55).





Above: Mrs. Som Song Suwanlert in a classical dance of Thailand





DEAN JOHN HAMILTON:  
"This is probably  
the biggest contribution  
to their development  
we could make."

## Varsity sends senior staff to help Nigerians launch their new medical school

**D**R. SHIRLEY FLEMING (anaesthesia) and Professor T. F. Nicholson (pathology) are on leave from the Faculty this year: they are in Nigeria, heading up departments for the new School of Medicine at Lagos.

Nigeria's need for doctors is acute. There are only a thousand to care for a population of 40,000,000. Per capita, Ontario has 45 times as many—with no endemic tropical diseases or by-products of malnutrition to worry about.

Dean John Hamilton was one of the people the Nigerians turned to for advice and help. When they arranged a travel grant so that he could be in Africa for the School's opening, he arrived bearing gifts: books for the new library, written in whole or in part by Toronto professors.

"I hope we'll be able to let Lagos have at least two senior staff members a year on a rotation basis for at least five years," the Dean said on his return. "This is probably the biggest contribution to their development we could make."

In the island city of Lagos, Dr. Hamilton found skyscrapers and some of the worst slums he had ever seen. "What impressed me most," he said, "was the overwhelming number of people. When you cross to the mainland, there seem to be people everywhere. You wonder



Sir Abubakar Tafawa Bolowa, Prime Minister of Nigeria, third from left *above*, leads an academic procession to the Lagos School of Medicine *below*.



where they can all possibly live. The answer is, in huts under the trees, huts so small that they are used only for sleeping and for shelter from the rains.

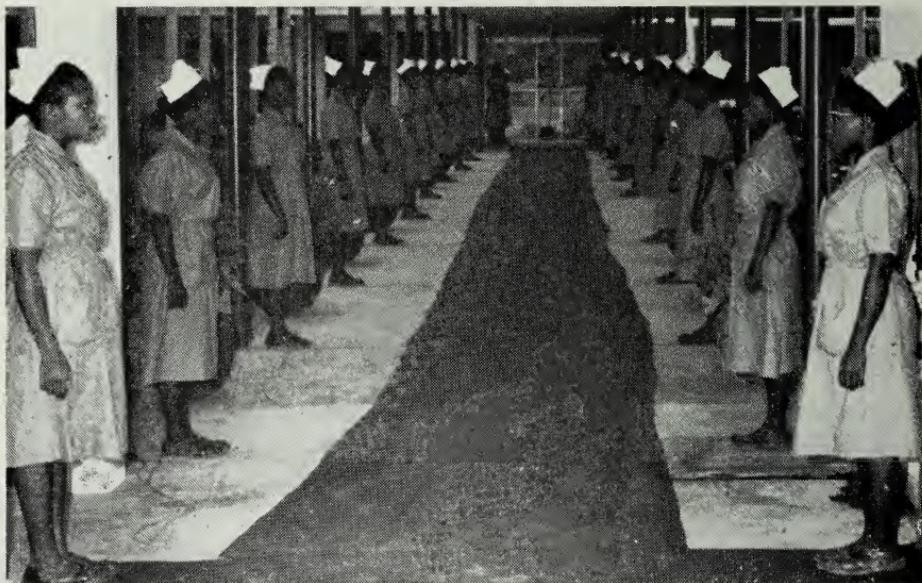
"Against this terrible poverty are the government's determined efforts to replace slums with public housing and to develop universities and technical schools."

A new hospital was being built for Lagos when the medical school was conceived. A large wing was quickly converted from wards to a teaching area and first-class equipment obtained. However, the energetic government of this new nation could find no short-cut for the years of post-graduate study and experience which go into the making of good teachers. They asked for help and England, the United States, Canada, and Portu-

gal responded with cosmopolitan reinforcements for the qualified Nigerians who were available. (Four Nigerian doctors have been graduated by Toronto, a fifth is completing his internship here and a sixth is in his third medical year.)

Nigeria's first medical school—Ibadan, founded in 1949—turns out 70 doctors a year. Lagos will add 25 to start with, increasing to 50 when the hospital doubles its present 250 beds.

In Dar es Salaam, on the other side of Africa, Dr. Cranford Pratt, on leave from Varsity's department of political economy, is completing his second year as Principal of the University College of Tanganyika. His Dean of Law, Professor A. B. Weston, also was recruited from Toronto. President Claude Bissell is a member of the College Council.



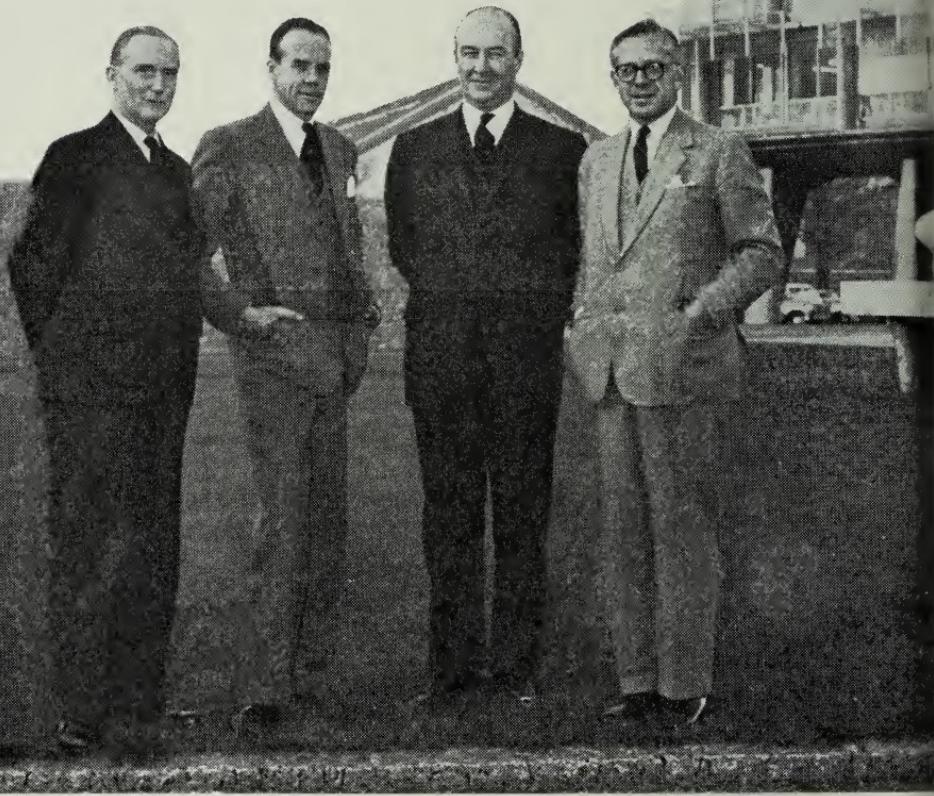
Nurses in the new teaching hospital stand ready for inspection



*Above:* Health Minister Majekodunmi speaks at opening of School.  
*Below:* Members of the Board of Governors talk about plans for the future.



## Reunion in Paris



**G**HAMILTON SOUTHAM, 3T9, second from left, was the adviser to the delegation Canada sent to the 12th session of General Conference on UNESCO in Paris. With him are three delegates: Professor W. A. C. H. Dobson, Head of the Department of East Asiatic Studies; Professor J. Tuzo Wilson, Director, Institute of Earth Sciences; and Saul F. Rae, 3T6, Ambassador and Permanent Representative of Canada to the European Office of the United Nations, Geneva.

Mr. Southam is Head, Information Division, Department of External Affairs. A few issues ago, when **VARSITY GRADUATE** published the article, "Alma Mater of Ambassadors", we were unable to get a news photograph of Mr. Southam,

then Ambassador to Poland. We also missed out on James George, 4T0, High Commissioner in Ceylon. At that time we promised a postscript. Perhaps it's a little late—but a promise is a promise:



*Left:* Wladyslaw Gomulka is welcomed to Canadian pavilion at Poznan Trade Fair by Mr. Southam. Seen at right is the Premier, Jozef Cyrankiewicz.

*Below:* Mr. George and Ceylon's Minister of Food harvest first paddy (rice). "Ceylon needs our help," Mr. George says, "but we don't need to feel superior—maybe we are under-developed in other ways!"





## Engineer

*Left:* Frank Dobson, the Chief Executive, Volta River Project, is photographed with President Kwame Nkrumah, Chairman of the Authority, and Nene Azu Mate Kole, a member of the board.

**F**OR EIGHTEEN MONTHS, Frank Dobson, Civil Engineer, Class of '41, has been in Ghana, building a dam. When completed, it will rise 370 feet from the floor of the Volta River—about three times the height of Soldiers' Tower. At the crest it will be 2,100 feet long—the distance from the old, red Schoolhouse to Varsity Stadium, almost to the foot.

Hopefully, electricity will start flowing in 1965; when the powerhouse gets its six units running, the peak output will be 883 thousand kilowatts of cheap hydro power—more than the requirements of Toronto, Leaside, Ottawa, and all of their industries. The transmission ring will have major sub-stations at Accra, Tema, and four

other centres. At Tema, a private company (which borrowed most of its capital from the U.S. Government) is building an aluminium smelter with an annual capacity of 120,000 tons. This is about a quarter of the potential at Kitimat or Arvida.

As well as providing inexpensive power, the indispensable element for industrial growth, the dam will create fresh-water fishing grounds and bring mechanized irrigation to a country that now spends \$30 million annually on food imports. It will be the cork for the world's largest man-made lake: 300 miles long and with an average width of more than 10 miles. Water transport, government revenue from lake ports, and abundant fresh water

This article is a command performance for the Dean of Applied Science and Engineering, Dr. R. R. McLaughlin.

"Why is it," asked the Dean, "that whenever an Engineer does something commendable, he is suddenly transformed into a 'scientist'. Why don't you write about one of our successful Engineers who is still an *Engineer*? Why don't you write about Frank Dobson . . . ?"

## n a New Frontier

for Accra and Tema will be by-products.

When Frank Dobson sailed to Ghana as chief executive of the Volta River Authority, he took with him his wife, Sally, and their four sons, then aged five to eleven. How has the Dobson family made out?

"We've been agreeably surprised," Mr. Dobson says. "Next month (June) we'll be in the low 70's—and for three months most of us will find it too cool for sea bathing.

"Then, in September, the temperature will rise. It will be warm and humid, although seldom more than 90 degrees and never as much as 100. There is almost always a breeze off the ocean and most houses are ori-

ented to catch it. We have a large, comfortable home on two acres that are well landscaped with continually flowering shrubs and trees.

"While many expatriates (including ourselves) sleep in air-conditioned bedrooms, a much larger number prefer not to."

*What about snakes and tropical diseases?*

"We have poisonous snakes in Ghana, and scorpions, and some tropical disease—but the greatest danger to man is the automobile, because they drive here just as we do in Canada!"

"While malaria is prevalent, it is easily controlled by prophylactic suppressives. Where we live in Accra

there are few mosquitoes and no black flies—nothing like I have in my backyard at Clarkson, Ontario. It is pleasant to eat in the open at night. There are no flies or moths."

Time, space and editorial budgets being what they are, this interview with Frank Dobson was conducted by mail—like a long-distance chess contest. It could have been rather trying. But Mr. Dobson's lively letters, written with the clarity of his operations orders, made the job easy. This is what he had to say about schooling for his boys:

"Education facilities are quite good. My boys are going to the International School in Accra, a private school patterned on the English system. They have only a four-hour day but the standard is high. Ghanaians and children of twenty other nationalities attend, so the school lives up to its name.

"Accra has several smaller schools

and a large Ghanaian boarding school, Achimota, which has an excellent reputation."

And this about Accra's social life:

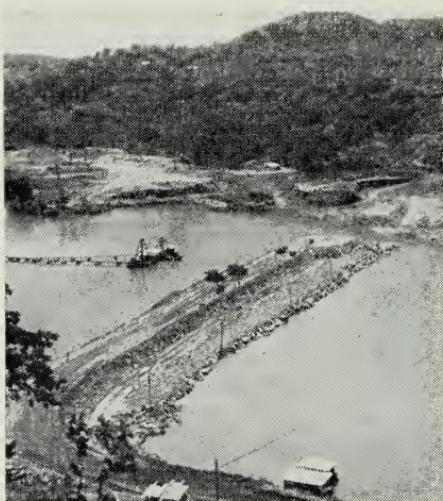
"As Accra is the capital, all the foreign embassies and high commissions are here and one can become involved in a very active social life. There are numerous drinks parties and dinners. On the athletic side, there is a fair amount of tennis and golf and everyone surfs in the sea. The beaches of Ghana stretch the full length of the country. They are beautiful."

*Do Ghanaians share these tastes—golf for example?*

"Soccer is their major sport: athletic competitions among high schools and between regions are yearly affairs. Commercial horse-racing is much patronized by urbanists, especially at Accra and Kumasi.

"There is very little water sporting although some Ghanaians seem to be developing a taste for it."

The Government of Ghana is financing half the cost of the Volta River power development from national resources, borrowing the rest of the money from the World Bank, the U.S. Export-Import Bank, the Agency for International Development, and the British Government. The Authority retained Kaiser Engineers and Constructors, Inc., as consulting engineers and awarded the contract for the dam to an Italian group. The turbines are coming from Japan, the generators from Canada, the cranes and hoist from Austria, the transmission lines from Nigeria.



The up-stream coffer dam

Mr. Dobson reviewed some of the benefits which will mushroom from this single engineering project. The aluminium smelter, along with many other new industries dependent on inexpensive power, will give Ghana economic muscle. Service industries will spring up to support the power users. Full employment will stimulate domestic demand for consumer goods. Government revenues from income and purchasing taxes will increase sharply when the tax-holiday for new companies ends. And Ghanaians working on the Volta project are learning skills which will help in further developing their country's resources.

*Tell us about your workers.*

"Fortunately there are a large number of qualified Ghanaian tradesmen and more are developing every day. On the site a school is in operation to train more artisans to meet the peak requirements. Ghanaians are excellent carpenters: they make fine furniture with only the most rudimentary tools.

"The main contractor on the dam has a work force of 2,500 at present and about 90 per cent are Ghanaian. They operate the big shovels and trucks, the welding machine, drill rigs and tractors.

"Ghanaians are strong family people: the great majority of workers have their families at or near the job site. This has given me a No. 1 problem: insufficient housing accommodation at the dam.

"School attendance is compulsory for children. We have built one six-



Ghanaian surveyor

room junior school and have started on a second. Except for the very early years, all instruction is in English.

"A large percentage of the population are Christians. One church is in operation at the site and a second is planned."

*Just to help us get a picture: what do your workers eat?*

"It depends on their income. The average worker (\$84 a month) has energy foods like corn porridge and doughts or garri and beans for breakfast, fufu or mashed corn or garri and palm nut soup for lunch and supper.

"Workers classified as senior officers (\$180 or more a month) might choose oatmeal porridge and toast and eggs for breakfast, fufu or yam with stew or light soup for lunch. They might decide on the same thing again for supper, or have something like boiled rice and beef stew.

"Unlike Canadians, they seldom have a snack before going to bed."

KSE



## *The Searchers*

**A**T ONE OF THE OASES dotting the Wadi Sirhan, a 300-mile valley in Saudi Arabia, a travel-weary professor chats with an old acquaintance: Emir Abdullah es-Sudeiri, alumnus of the University of California and governor of the area. Dr. Fred Winnett, head of Near Eastern Studies in University College, first met the Emir in 1958 in Jerusalem. About that time, Dr. Winnett applied for a visa to visit this land so rich in relics of ancient civilizations. Four years and many applications later, the visa materialized along with one for Dr. W. L. Reed of the American Schools. Soon the scholars, old friends, were on their way—the first

archaeologists to explore northern Saudi Arabia since the Turks were driven out in World War I. . . .

At Serra on the Nile, Professor Ronald Williams, member of Dr. Winnett's department and one of Canada's few Egyptologists, carefully brushes the sand from a pottery jug. He is the first to see it since it was placed in a grave 4,000 years ago. Time is running out for investigators in this area soon to be flooded by backwater from the Aswan Dam. . . .

In a trench in crowded Jerusalem, Professor John Wevers, a third member of the department, helps to dig out clues to old puzzles—and poses some new questions in the process. . . .

*Left:* PROFESSOR F. V. WINNETT

*Right:* PROFESSOR J. W. WEVERS

*Below:* PROFESSOR R. J. WILLIAMS



When they reached Saudi Arabia, Professors Winnett and Reed found many hands outstretched to help them. The Arabian American Oil Company (Aramco) and the Trans-Arabian Pipe Line Company (Tapline) gave them three trucks with drivers, guides, and supplies. In the three weeks it took them for their 1,800-mile irregular loop—much of it through a wilderness of broken flint—local emirs offered bodyguards and the bedouins who sometimes camped near them offered hospitality. Their only map was the memory of their chief guide, an American anthropologist from Aramco's staff.

It was the season of the Haj, the pilgrimage to Mecca. Almost every day they encountered a dozen or more groups travelling in buses hung with water bags.

The southernmost stop was at the oasis of el-'Ula among palms stretching for three miles between red sandstone cliffs. There they searched the ruins of Dedan, mentioned sev-

eral times in the Bible as a wealthy trading centre. Here and elsewhere they gathered the first collection of early north Arabian pottery.

On a mountain near Tema the researchers found rock-drawings of gods and goddesses worshipped by the Arabs before Mohammed. They stopped at every outcropping of rock they encountered. Some had handsome carvings. Others bore messages left 25 centuries ago, or as recently as the previous day: invocations to the gods, lamentations for the dead, sometimes the ancient equivalent of "Kilroy was here!"

With camera and tracing paper, they added to the record daily. Many inscriptions were in alphabets which have long passed from use. Interpreting them will take a long time. "We were prospecting," says Professor Winnett. "Next we hope to go back and do some mining."

The centre for the search undertaken by Professor Williams was a ruined fort on the Nile. It was one



A 1904 river steamer, built with Edwardian luxury, provided plush accommodation for the Chicago expedition to the Nile. Professor Williams and his wife (who headed the commissariat) lived in the aft cabin.

Two women with the Jerusalem party, Mrs. Faith Stanley of the Museum staff and Mrs. Tushingham, went at their own expense.

At the el-Jauf oasis, where Arabian queens once ruled, Professor Reed photographed the ancient fortress, *right*. At Tema, drifting sand had preserved old city walls to a height of 40 feet. Within them somewhere is what's left of the palace in which the Chaldeans quarantined their mad King Nabonidus.



of 14 built by the Egyptians 2,000 years before the Christian era as defence against a dark-skinned race—not Negro—which moved up from the south. So little is known of them that they are called merely the “C group” people. They farmed land that is now desert—and preyed on home-bound Egyptian caravans laden with African gold and ivory.

Dr. Williams was a member of an expedition from the University of Chicago, where he did graduate work and later was a visiting professor. Before he left the site, churches, a monastery and other buildings of the 10th and 11th centuries had been removed (their frescos preserved) and the party had worked its way down to the fort's stone walks hollowed by Pharaoh's sentries.

Half a mile away, 27 graves were found intact in a “C group” cemetery. Outside was rare pottery, and within gold necklaces and anklets, alabaster bracelets, palettes that once held eye paint.

At the edge of this cemetery were a few “A group” graves, resting place

of invaders who had come a thousand years earlier. Here were found even more precious pottery in perfect shape, copper awls, and a stone palette with green malachite still on it.

Professor Wevers' companions in Jerusalem were Dr. A. D. Tushingham, head of Art and Archaeology at Royal Ontario Museum, and Dr. George Dales of the same division. Through Dr. Tushingham, the Toronto team (which is also supported by the Federated Colleges and Knox College) has made a long-term alliance with British and French expeditions. The ancient City of David is yielding its secrets to this co-ordinated effort.

The archaeologists' day begins at 4 a.m. and digging an hour later, continuing till 2 p.m. Then they photograph and study what has been found.

Last year, probing for an extension of Nehemiah's Wall (built about 440 B.C.), Professor Wevers' Arab diggers encountered the huge laid rocks of a very different wall four feet below the surface. Nobody knows what it means yet—but time and hard labour will solve the mystery.

Arthur Schawlow, holder of three Toronto degrees, is a key man in development of the awesome light-beam that has hit the moon and may revolutionize communications.

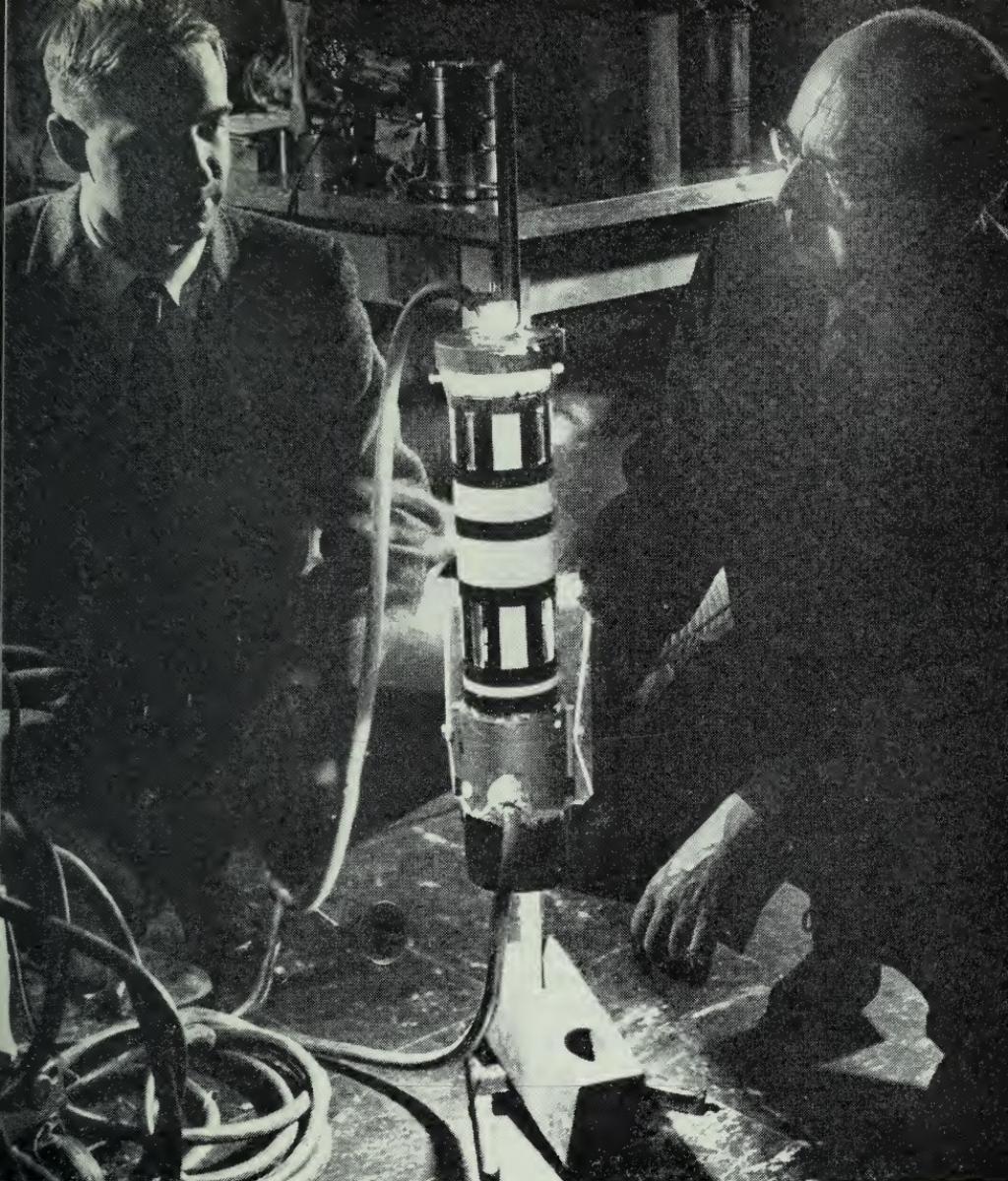
# The Incredible Laser

H. L. WELSH

"The Incredible Laser", *This Week*, and "Science Stands at Awesome Thresholds", *The New York Times Magazine*.

**A**WESOME means inspiring fear and wonder, and the word aptly describes the threshold on which science stands today. This is particularly true of physics and its technological applications, which in the last thirty years with ever increasing tempo have made advances destined to change, for better or for worse, the face of many things on earth and perhaps even further afield. Nuclear and thermonuclear explosions are becoming commonplace and, during 1962, were no longer considered worthy of newspaper headlines. Transistors, a development of solid state physics, are revolutionizing the science of electronics; the immense impact of transistors on technology should not be obscured by the minor nuisance of pocket radios. Controlled nuclear fusion, although perhaps not just around the corner, is certainly a realizable objective. Besides these developments, of which the general public is more or less aware, the *Times* article tells of other, less well-known, advances in physics which have far-reaching implications for pure science and for technology. These include the new elementary particles, now upwards of thirty in number, new phenomena in solid state and low temperature





Backwash from a laser's powerful "trigger lamp" lights David May, and the chairman of Varsity's department of physics, Professor Harry Welsh, author of the article that starts on the facing page. Professor Welsh hopes to use the laser in his own studies of molecular structure.

physics, and lastly, the laser. "The Incredible Laser" is the title of an interesting and reasonably authentic article in *This Week*.

Let me say immediately that laser means "Light Amplification by Stimulated Emission of Radiation". A few years ago physicists in general would have doubted that any fundamental discovery, especially one with great technological possibilities, could any longer be expected in the part of the electromagnetic radiation spectrum which we call light. The discovery of the laser could indeed have taken place in the 1920's, since Einstein had already in 1917 introduced the idea of "stimulated emission" in his quantum theory of radiation. However, stimulated emission of light requires high radiation densities and appeared to be of importance only in hot stars. It required the development of the science of microwaves, as radar during the Second World War, and afterwards in its more scientific aspects, to point the way to the discovery of the "maser", the microwave counterpart and the precursor of the laser. Townes, Zeiger and Gordon built the first maser at Columbia University in 1954, and this microwave gadget has now an important use in radioastronomy.

In 1958 Professor Townes and Dr. Schawlow suggested how to extend the maser principle into the visible light spectrum. It is thus that the laser has some special interest for the University of Toronto and its alumni, for Arthur Schawlow has three degrees from this University. He is a product

of the Model School of the old Toronto Normal School, and graduated in Mathematics and Physics in 1946 from the University of Toronto. Subsequently he obtained the M.A. and Ph.D. degrees here with research in atomic spectroscopy under the direction of the late Professor M. F. Crawford in the Department of Physics. At the time of his collaboration with Townes on the theory of the laser, Dr. Schawlow had a research post at the Bell Telephone Laboratories at Murray Hill, New Jersey; he is now Professor of Physics at Stanford University.

The first laser to operate was built by Dr. Maiman at Hughes Aircraft Company in 1960. The essential part of this laser was a cylindrical piece of ruby (artificial!) about two inches long and one-quarter of an inch in diameter, with plane parallel ends. When this was illuminated by the light from a powerful photoflash lamp, an intense pulse of red "laser" radiation emerged from the end of the ruby.

What are the properties of the laser radiation which make it so remarkable? Briefly, the laser produced a parallel beam of intense coherent radiation concentrated in an extremely narrow band of frequencies. Let us now examine the significance of these properties.

Since all ordinary sources of light have a finite spatial extent the light which they emit cannot be focussed into a truly parallel beam; thus, the beam of a search-light diverges and dwindles away within a few miles.

The extreme parallelism of the laser beam was demonstrated last May when it was used to illuminate an area two miles in diameter on the moon. Moreover, the parallelism of the light means that it can be focussed practically to a geometrical point by a lens; an enormous concentration of radiant energy thus occurs in a very small volume. This feature of the laser has been used to remove tumors from the retina of the human eye, and has undoubtedly many other medical, biological and chemical uses. In the presence of such a concentration of radiant energy matter shows so-called non-linear characteristics; as an example, frequency doubling can occur and the red laser light is partially converted to ultraviolet light.

The coherence of the laser light is undoubtedly its most important characteristic. Coherence is difficult to explain in non-technical language; it means essentially that the laser radiates like a radio transmission aerial rather than in the haphazard manner of an ordinary light source. Because of its coherence laser radiation can be modulated to carry information as do radio waves, but, as a consequence of its much higher frequency, it is capable of carrying incomparably more information. The possibilities here are stupendous. As the *Times* article states, a single laser beam can carry as much information as all the radio, microwave and TV channels in the United States combined. As might be expected, communications and military establishments are busily engaged in developing these uses of the

laser. For terrestrial purposes atmospheric absorption of the laser radiation creates a difficulty which can possibly be overcome by transmission through light pipes, but for space communication the laser will be unexcelled.

Military uses of the laser are obviously not confined to communications. Refinements in the radar principle and the development of laser-radar for satellite-borne missile detection systems can be expected. *This Week* says: "Lasers in satellites should make the Samos and Midas satellites and even the U-2 airplane cameras look like box Brownies in comparison". A laser death-ray is naturally being predicted. The encouraging feature here is that the laser might be a death-ray for intercontinental ballistic missiles against which there does not seem to exist as yet any effective defense. *This Week* displays a fanciful picture showing super-howitzers spewing light beams at evil-looking missiles and exploding them in mid-flight. When I visited Dr. Schawlow recently at Stanford University this illustration was posted on the door of one of his laboratory rooms; underneath was written, "Come inside and see a *real* laser". But Dr. Schawlow admits that the laser of the future may well assume grotesque and unpredictable forms.

The laser is an awesome thing. I feel however that the awe inspired by this incredible invention has the quality of wonder only slightly tinged by latent fear.



DR. A. J. RHODES

## Mid-way in its first century School of Hygiene takes on new enemies in an old war

IAN MONTAGNES

**W**ITH THEIR FIRST major campaign reduced to a holding operation, Varsity's public health scientists have opened two broad new fronts in the war against disease. One is international. The other is a new job at home.

When Dr. R. D. Defries received the first Toronto diploma in public health just 50 years ago, the chief enemy was infectious disease. Vaccines had to be found, water purified, diets improved, a whole generation of Medical Officers of Health trained. Gradually typhus and typhoid fever, diphtheria, smallpox, whooping cough and polio succumbed.

One of the main units in this advance has been the University of Toronto School of Hygiene. It serves in effect as National Staff College for public health to most of Canada. (Its only counterpart, at the University of Montreal, began French-language instruction in 1944.)

Vigilance has not ceased. Ontario had a smallpox scare during 1962 and last winter diphtheria seemed for a time to be on the rise in Toronto. But in Canada these are holding actions.

In other parts of the world, epidemics and malnutrition still demand an all-out attack. That is why more than one-quarter of the graduate students registered in the School of Hygiene in recent years have come to Toronto from overseas.

This year there are 36 of them. Their homelands form a chain which literally girdles the globe: across the Atlantic to Denmark and Yugoslavia; south to Ghana, Nigeria and Tanganyika; then eastward through Egypt to Pakistan, India, Ceylon, Mauritius, Burma, Thailand, Malaya, Indonesia and the Philippines; and across the Pacific to Guatemala.

All hold degrees in medicine or another of the health sciences, and all have had field experience. Because

public health specialists work with entire communities, the knowledge they have gained at Toronto will benefit hundreds of thousands of people every year.

At home, the emphasis is switching to what once seemed secondary problems: the less virulent infectious diseases like German measles, non-infectious diseases like heart disease and cancer, chronic illness, old age, and the growing field of health services.

One dramatic instance is the new approach towards pollution. Once the No. 1 goal was a safe source of drinking water, freed by chlorine from disease-causing organisms. Research continues in this field; as a result of tests under way in the School of Hygiene, chlorine may be replaced by bromine, a safer and possibly more effective purifying agent.

But more attention is being paid to safe water for swimming. The School recently tested water at 58 Ontario beaches from Kingston to Georgian Bay. Professor John Brown, head of the department of physiological hygiene, explained the findings bluntly. "Few have escaped pollution," he said. "There are several I wouldn't care to swim at."

His department also has studied Toronto swimming pools to suggest ways of reducing bacteria and virus buildup in water used by hundreds of persons every day.

Interest also has swung to pollution in the air, particularly radioactive fallout and its effects. Tests show there is less Strontium-90 in mothers' milk

than in cows' milk—a new argument for breast feeding! Now Toronto researchers are looking for diets which will reduce the amount of Strontium in breast milk to a minimum.

Tobacco plants, which gather fallout on their broad leaves, have also been getting a thorough check. Dr. Brown says there is more fallout radiation in tobacco than in almost any other object we handle daily. How much of the radiation goes up in smoke and into our lungs? Apparently very little, but he is still investigating.

Under its Director, Dr. A. J. Rhodes, the School of Hygiene is engaged in a wide variety of projects. Briefly, here are a few:

1. The virus which causes German measles has been successfully isolated—the first step towards a vaccine. This disease, usually innocuous, can cause deafness, cataracts and heart disease in new babies if it strikes the mothers during pregnancy.

(Virus research is so advanced that next year the School will offer a new course in medical virology, believed the first in the world. One of its most potent weapons in this field is an electron microscope. Many kinds of virus particles are too small to be seen by the most powerful optical microscope. A single polio virus, for example, is only 30 one-millionths of a millimetre across: next to a school of them, a stray bacterium on the electronic viewing screen looks like a whale!)

2. Why do the organisms which cause tuberculosis, cholera and some other diseases grow resistant to the

antibiotic streptomycin? New evidence suggests that they probably undergo genetic change: the structure of microbes is so simple that any mutation, no matter how slight, is apt to have drastic effects.

3. Staphylococcal infections resistant to penicillin are sweeping through hospitals, causing boils and sores on patients. The School is testing a new vaccine developed in Ottawa.

4. Zinc and aluminum fumes are a health hazard to foundry workers. Diesel oil fumes pose a more general threat. Scientists are trying to find out exactly how these industrial diseases affect the body.

5. Physical fitness has been one of the School's interests since Dr. Charles H. Best was the head of physiological hygiene. A current study has a graduate student running on a treadmill for 10 minutes every day, while a small radio transmitter strapped to his head transmits his heart beat to an electronic counter. The aim is to see how a regimen of steady training affects the heart rate

and with separate equipment, the body's absorption of oxygen.

Throughout the School, simultaneous attacks are being launched on the international and domestic fronts. Take the department of nutrition. On the one front, workers are following up a clue which Dr. George Beaton, its head, met during a recent six-month tour in Guatemala. He found that many native children, obviously suffering from lack of protein, also were short of Vitamin A. When protein was added to their diet, the Vitamin A in their blood also increased. (This vitamin is best known for aiding night vision; lack of it can cause blindness.) One of the projects now under way is to find out how the two shortages are linked, and the most efficient way to handle the joint problem.

On the home front, a student is examining the diets of Italian immigrants, the largest single group of New Canadians in the Toronto area. The department suspects that through ignorance of Canadian products,

## SELF-STARTING STUDENTS

Varsity undergraduates enjoyed a normal quota of high jinks this year. But they also did these things without prompting from their elders:

UNIVERSITY COLLEGE: presented a lecture series, "Man in the Modern Age", by Professors Paul Goodman (Columbia), Frank Underhill, John Seeley, Northrop Frye and Emil Fackenheim, followed by seminars.

TRINITY: Two-day conference on African affairs with the ambassadors of Nigeria, Guinea, Tunisia and Uganda, U.N. Under-Secretary Godfrey K. J. Amachree and a U.S. State Department representative.

VICTORIA: Conference on the Arts with Miss Helen James, Harry Boyle, James Reaney, Dennis Sweeting, Max Ferguson and Gerald Pratley.

ST. MICHAEL'S: Symposium on staff-student relations with 15 professors and 40 students of all faculties taking part.

these people are buying imported foods unnecessarily. The ultimate objective is not to make converts to Canadian cooking, but to show the newcomers how they can save money by using local cheeses and other food-stuffs in their present diet.

Two generations of Canadians already owe much to the School of Hygiene, which was established independent of the Faculty of Medicine in 1925. The midwife in that operation, providing a home and endowment, was the Rockefeller Foundation. For the first 30 years, Toronto's first graduate in public health, Dr. Defries, was its Associate Director and (1940-1955) Director.

There are only 44 similar centres for graduate training and research in the world. One reason is that public health requires extensive facilities for a broad team approach. It calls for physicians, dentists, nurses (who are trained in public health at Toronto in the School of Nursing), veterinarians, nutritionists, and laboratory scientists in several fields. It also demands a university centre strong in social sciences, education and business administration.

Today, senior members of the School in all departments are concerned with the need for knowledge outside the health sciences. Of the developing countries, Dr. Beaton explained:

"Recommendations for other countries must not be made on the basis of what is done in North America. They must fit what is available in the country, the requirements of its in-

habitants, their customs and beliefs. You can't expect them, for instance, to grow new crops with higher protein content, unless you know that the crop is economically feasible and is likely to be accepted by people who aren't familiar with it. Obviously, the anthropologist, agriculturist, economist, sociologist and psychologist are right in the middle of this."

In Canada, the changing pattern of health service poses comparable problems. With the growth of health departments, larger hospitals, government hospital insurance, medical care plans both publicly and privately sponsored, workmen's compensation boards and other health agencies, there is an increasing demand for trained administrators. Few persons combine a degree in the health sciences with the necessary background in economics, sociology, accounting, administration and law.

"As in many other fields in North America, we have a great number of people who are very competent managers. But we need many more who have been educated for policy setting", remarked Dr. Rhodes. "What we have to do is make available at graduate level a background in medicine for the person who is already trained as an administrator, and—more difficult—a background in the social and business sciences for the doctor who has already spent six years in medical school and several years in practice with almost no exposure to these fields."

Administrative training has long been offered by the department of

public health, headed by Dr. Milton Brown, Associate Director of the School. This training is aimed specifically at doctors, dentists, and veterinarians who work in official health departments. There is also a two-year course in hospital administration. Its first full-time head, appointed in 1961, is Dr. F. Burns Roth, former deputy minister of public health for Saskatchewan. Together, these departments are developing a wider program of graduate study and research in the organization and administration of health services.

To back up this development, staff members have been busy gathering data. Professors John Hastings and Cope Schwenger have studied health services in Europe, Africa, and Asia under grants from the World Health Organization. Dr. Harding le Riche, head of the department of epidemiology, is co-author of a detailed survey of the work of Canadian local health departments in every province except Newfoundland. He has also recently concluded a massive report on the costs and services provided nearly 300,000 participants in the Ontario PSI "in-hospital" plan during 1960. Another study, by Drs. M. H. Brown and Schwenger, shows the work of the public health department in Nova Scotia, a province with a marked interest in the changing face of public health.

Their work provides the basis for increasing study on a high graduate level, generating new ideas and preparing administrators for Canada's growing health services.

## K. B. Jackson

**I**N RESPONDING to the toast to the Faculty I would like to relate a few anecdotes and observations as seen from *under* and *on* it, naturally from my own point of view. What I have to say might be entitled, "Fifty Years of Fun with the Faculty" because it is just half a century last October since I was somewhat reluctantly, belatedly and conditionally accepted as a Freshman in Civil Engineering. I hope I may be forgiven for telling a few tales *in School* (however you spell it), and for letting our collective hair down just a little bit.

To be as fair as possible, I should begin with myself. It was during a third year hydraulics lab in one of the small study rooms on the upper floor. Two of us had poured the required amount of water from one bucket into another and were busy computing coefficients (those numerical excuses for not getting what you expected) when we were attracted by a couple of interesting looking individuals walking up Taddle Creek Road, and attempted to attract *their* attention by rendering what must have been the forerunner of the "wolf whistle". (By a slight change in

A stimulating teacher glances over his shoulder at half a century in the Faculty he loves and is about to leave

# esponds to a Toast

Professor K. B. Jackson, head of Applied Physics and chairman of the course in Engineering Science (formerly Engineering Physics), retires in June. At the Engineers' Grad Ball, replying to the Toast to the Faculty, he let drop a few things about himself. But he left a lot out:

Scottish-born Kenneth elected, at 18, to stay with Varsity and Canada when his father—a Methodist minister who had come out to join the staff of Victoria College—decided to accept a post in Manchester.

In 1916, the morning after he had written his final examination, Ken Jackson threw his hat into the ring against the Kaiser. The next year he saw his first stereoscopic aerial photograph in the Vimy Ridge area and a lifetime interest was born. Many will remember his demonstrations of 3-D photography at Royal Canadian Institute lectures—but few will have heard of his application of photogrammetry in structural research for the National Research Council in World War II.

Above all, his interest has been in university students as human beings: he has been a member of one Hart House committee or another since the House opened in 1919.

Professor Jackson married an alumna, Marjorie Reid, History '17, and they have raised five more U. of T. graduates: Mary in Biology and Margaret in Physical Education, '49, Ronald in Mechanical Engineering, '54, and Basil and Peter in Engineering Physics, '56 and '62.

He is pleased about his three granddaughters. "They are," he says, "the beginning of future prospects."

inflection an invitation has become an exclamation.)

But alas, we were overheard by another individual—now the retired Director of the Mechanical Division of National Research Council and a recent recipient of an honorary degree from this University, but then the most austere looking member of the Faculty. We became aware of his

presence and with a touch of sarcasm or flattery he said, "Would you two gentlemen kindly leave the building." His raised eyebrows precluded reply. We gathered up our lab sheets and slide rules and half baked co-efficients, and ignominiously withdrew, quite forgetting the objects of our earlier attention. Our whistles may be a bit out of practice but we can still look

—and Dr. Parkin has been a very good friend for many, many years.

There were less austere individuals: Professor Bain's natural lucidity was catalyzed by his kindly sense of humour. Early in the term he would observe that, while he didn't mind us looking at our watches after a reasonable interval, he rather resented our shaking them, as if we were sure they must have stopped.

The war came and we got restless. Some of us graduated because we had enlisted and some of us enlisted because we had graduated. And for a while things were different. Then the Armistice came and eventually demobilization. We had accumulated information and experience but not much that seemed immediately applicable, *e.g.* the anatomy of a horse and how to get the mud off it, the temperament of a mule and how little you could do about it, "tele-communication" by flag and lamp and field phone ("wireless" came later), maps and compasses and how to find your way, the whine of a shell that perhaps had *your* address on it, the pineapple smell of tear gas lingering in the underbrush of the Ridge or in the mud of Passchendaele, and the unanswerable oratory of sergeant-majors back in training camp. But Spherical Trig and Solid Geometry and what haven't you had definitely faded and it seemed necessary to get back on track. I joined the famous class of 2T3 (but as a junior demonstrator in a department that was then called Engineering Physics and Photography, little thinking how long and how

closely I would be associated with both of them). We were "freshmen" together.

The first battle of the academic bulge was on, but without benefit of Ajax. Most of the students were returned men and it seemed inevitable and completely natural to continue the comradeship that had grown up amongst those who were "there". It became the most rewarding facet of the academic life.

Recently I scanned some class lists of those days in search of items of possible current interest and came across this record: "Attendance — Average Mark — Lab efficiency: neat and precise in spite of an apparent lack of any real interest in the subject" (which was third year Optics for Chemicals). He was a quiet, very pleasant young man *with* reddish hair and an easy smile, usually linked with a last word, by the name of R. R. McLaughlin. It's been a ding dong race. I was ahead of him then, we were elevated to the peerage (Council) together, but he's been away ahead of me for a long time now. However, unless they change the rules of the game, I'm bound to beat him to the finish.

Universities develop and relish their "characters". This University has had them and they stick out in one's memory for different reasons.

The late Dr. Lash Miller of Chemistry "across the road" (in those days) was a member of our Council and took a delight in lowering his head just enough to look over his crescent shaped glasses and tell us that Engi-

neers were 60 per cent muddled—because the pass mark was 40 per cent. We seem to have heeded him.

The late Peter Gillespie, head of Civil Engineering, was a beloved character, perpetually animated, sensitive and humanly interested in his colleagues and his students alike. He would demonstrate what bending moments were with his slide rule as a beam, until men in the front row wondered who would catch the cursor. He was typically absent-minded—which merely means that he thought of some things more than others. He was going to Hart House at noon one day and met Tommy Loudon in front of the Library. He stopped him to discuss a problem, gesticulating as usual with both hands and stance. When he was through, he said, "Tommy, when I met you, which way was I going?" and Tommy answered with a suppressed twinkle "to the School". "Oh," said Peter, "then I have *had* my lunch," and went back to work. I never learned whether Tommy went *all* the way back to Hart House and had another lunch just to be "sporting".

The late Louis B. Stewart, Head of Surveying and one of the originals, was the essence of precision and seriousness. He seemed so devoid of a sense of humour that he was positively funny, out of phase so far he was in again. I spent most of my fourth year copying his very neat blackboards, and determining the time, and the chronometer's rate, and the latitude and longitude of a particular instrument in the Observatory

(now desecrated by the S.A.C.). Long after his retirement I overtook him one day outside Hart House. He remembered me and I said, "Sir, I've often wondered if you still carry that sidereal watch in your starboard waistcoat pocket." (The Civils can explain.) He said, "Oh, yes, always", and almost lovingly produced it, when to my horror he dropped it on the concrete sidewalk. I wished I hadn't been born or, at least that I was somewhere else right then. And any normal individual would have consigned me to somewhere else right then. But Louis B. just stooped down, picked up his precious time piece and, finding that it was still ticking, merely said, "Dear, dear that will have changed its *rate*." It did. What a man!

The University was smaller then. I was invited by the *President* to be a Don in South House. He, Sir Robert Falconer, was chairman of the residence committee which dealt with Dons and Discipline and the Distribution of towels with equal dignity, and much time.

Being a Don was a leavening experience. The first time I went to inspect my new abode I was hailed by a resident as I was leaving, "Is your name Raney?" "No." (Raney was the freshman on telephone duty.) Two weeks later I was water-bagged, presumably being taken for a freshman again.

They were lively days, too. Dr. DeLury, ex-Dean Tupper and U.N.A. Wilson Woodside were raising whoopee in North House for the benefit



Professor Ken Jackson, Director Ken Bradford, and the successor to a certain Schoolhouse hose of 30 years ago.

of the late Dr. Lachlan Gilchrist, the conceiver of Eng. Phys. and the donor of many scholarships—and I seemed destined to be a Baptist.

In the old Engineering Building, the Engineering Society was the hub of extra-curricular and intra-mural activity and was the scene of many a mix-up, with our old friends, the Meds, or amongst ourselves. My office used to be on the east side of the North door and in line with the corridor to the "hub". Things were beginning to boil one day and I heard a "Let's get the hose." I thought it was time to intervene. I did—with my whole being—and when I stepped out of the stream it went right across my office. I just learned during the recent "interview" days that the man with the nozzle was Col. J. K. Bradford, director of the University's Placement Service. He sure won his spurs (or was it his hose?) as a

placement officer that afternoon and I, to all intents and purposes, was "totally immersed".

In those good old days when the staff was smaller and more of a family we used to have staff parties and on one unique occasion we all went up to the Survey Camp at Gull Lake for the week-end. Prof. Bain invited me to travel with him "and share the driving!"—not so strange when you realize it was a Model T Ford and the roads were gravel and devious, in two planes.

It was the week-end of the Dempsey-Tunney fight. Radio was almost a novelty and it seemed quite something to sit outside the bunk house and listen to the blow-by-blow description.

It was a good party and in case any doubts remain, that *human* beings do exist on the staff, I must tell you (in strict confidence, of course)



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something of the goings-on that night. A fairly high Admin. type challenged a moderately Full Professor to a race—two lengths of the bunk house without touching the floor. It was hilarious. I forget who actually won but I suspect it was Admin.—as usual.

That was yesterday—fifty years of it. What of today and tomorrow? This shouldn't take so long.

Everything is bigger and better in many ways but student-staff contact has inevitably suffered and will get worse unless we *and* you find the time and the inclination to get to know one another better and tackle the growing problems of bigness. It is also my firm belief that we should relinquish some of the responsibility we seem to assume for your success. It is rightfully yours. Its acceptance

would imply greater freedom of choice and action; it would call for an earlier development of good judgment and the courage to face consequences. In brief, it would result in your practising the fine art of trial and error while the stakes are relatively small. It could develop for you a personal information feed-back control system to stand you in good stead when the stakes are greater. I think we and you should have more faith in you and that we should encourage experience.

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I apologize for taking so long to say  
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## Slav-Communist studies given fresh impetus

(Continued from page 10)

becoming increasingly conscious that unless immediate and substantial efforts are made, they will fall farther and farther behind their friendly rivals in scholarship south of the border and across the Atlantic. Often in my travels in the communist world have I come across kindred spirits, scholars interested in Eastern Europe and in communist studies, from the United States, from Britain or Germany, but almost never a Canadian, except in our few diplomatic establishments in that part of the world.

But horizons are expanding, more slowly in Canada than elsewhere, but inexorably nonetheless. More than ten years ago, the Department of Slavic Studies was established, and has now become a full-fledged department for the teaching of Russian language and literature, and of Ukrainian, Polish, and Serbo-Croatian. Headed until recently by the distinguished scholar of Ukrainian literature, Professor George Luckyj, and now by the well-known specialist on Russian literature, Professor Herbert Bowman, it numbers thirteen members, and offers an Honours Course and an M.A. and Ph.D. in Slavic languages and literature. Last academic year, 295 students were registered in its courses. During the past five years, some undergraduate courses have been introduced by other

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departments of the University, dealing, for instance, with Russian history, East European history, Soviet government, Soviet economics, the geography of the U.S.S.R., and Soviet law. A modest programme of expanded purchases of Slavic materials has been under way at the Library, aided by a grant of \$5,000 from the Canada Council. And now, this year, with the approval of the Board of Governors and financial aid from the Varsity Fund, a Centre for Russian and Eastern European Studies has been formed. Perhaps the greatest significance of the Centre is as a symbol that the University recognizes the need for an expanded programme of studies relating to these regions, and intends to assume a role of leadership in Canada in this respect.

It is not to be expected that the mere creation of a Centre will, like a wave of a magic wand, immediately remedy the years of neglect and fill in the gaps of our university programme. The needs are many and great. A university committee, headed by Professor Luckyj, set forth some of those needs in a report submitted to the University in mid-1961. This report was based on a thorough study made over several years, aided by a planning grant from the Rockefeller Foundation, which made possible visits to Toronto by outstanding specialists to assay our offerings and recommended developments, tours of other universities in the U.S.A., Great Britain, and western Europe to learn what was being done there, and a careful examination of the Library



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by an outside Slavic specialist. One of the major recommendations of the Committee was the formation of a Centre for Russian and East European Studies, which has now been implemented by the University. Other recommendations of the Committee included:

1. The addition of new courses, both undergraduate and graduate, both in the Honour Courses and in the General Course, relating to Russia and Eastern Europe. This would afford all students an opportunity to include in their programmes work relating to Russia and Eastern Europe, and would provide students in one discipline with the means of broadening their approach to the study of Russia and Eastern Europe through work in other disciplines. This would make it possible for some graduate students to specialize in Russia and East Europe in their own departments.

2. The introduction of a special programme of intensive language instruction in Russian during the regular and the summer sessions. This is urgently needed to make up for the deficiency in Russian language instruction in Canadian high schools and to offer language training for students of any University departments and faculties as well as for high school teachers, journalists, government employees, and others.

3. The offering of an inter-disciplinary graduate programme leading to a diploma in Russian and Eastern European Studies. This would require work in the Russian language, in one major discipline, and two other disciplines.

4. The appointment of new staff members, specialists in their own disciplines, but well-trained in the Russian and East European area.

5. Development of the present holdings of the Library, especially in Russian, Ukrainian, Polish, Serbo-Croatian, Czech and Slovak.

6. The provision of graduate fellowships, and financial aid for research and travel.

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7. The development of academic exchanges of students and professors with Soviet Russia and Eastern Europe.

It is clear that the successful development of Russian and Eastern European studies at Toronto demands a concentrated effort on a substantial scale. Half measures or piecemeal efforts will be insufficient. Most of the Committee's recommendations are interrelated, and one cannot be achieved without the other. The appointment of competent staff without adequate library resources, or without able graduate students, for instance, will not be adequate, if indeed this were attainable alone. The problem is accentuated by the fact that Toronto is entering the Russian and Eastern European field at a time when many other institutions are either initiating or substantially developing such studies. Competition for personnel is intense, in Great Britain as well as in Canada and the United States. The rapid development of library resources requires a very large effort, also in a highly competitive market, in order to provide the materials capable of sustaining serious graduate work and research, and of attracting scholars of eminence or of promise. Even with regard to students, attractive fellowship opportunities in the Russian field, especially in the U.S.A., as well as the strength of the established programmes at Columbia, Harvard, and elsewhere, demand an extensive fellowship programme if highly competent Canadian students, as well as some from the Commonwealth and

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the United States, are to be attracted to Toronto.

On the Centre will fall much of the burden of stimulating and planning the further development of Russian and East European Studies at the University. From the beginning it will be inter-departmental in character, having as members all staff teaching courses on Russia and Eastern Europe, and working in close co-operation with the existing departments in the development of its programme. The Centre will have a function of crucial importance in advising the Library on the acquisition of Slavic materials. It will, given the funds, promote research by graduate students and scholars, assist in the publication of the results, and aid in financing travel and research in the regions of their interest. It will perform the important intellectual function of encouraging inter-departmental communication among scholars and students through seminars and lectures. To the Centre goes also the practical task of acting as a channel for securing additional outside funds necessary for developing the programme. In the last analysis the Centre will not be able to move faster than the University and the departments, which must make the crucial decisions for the development of Russian and Eastern European studies on a high level of scholarship. On the quality of these decisions, and the financial support needed for their implementation, will depend the Centre's ability to fulfil the happy augury of its formation.

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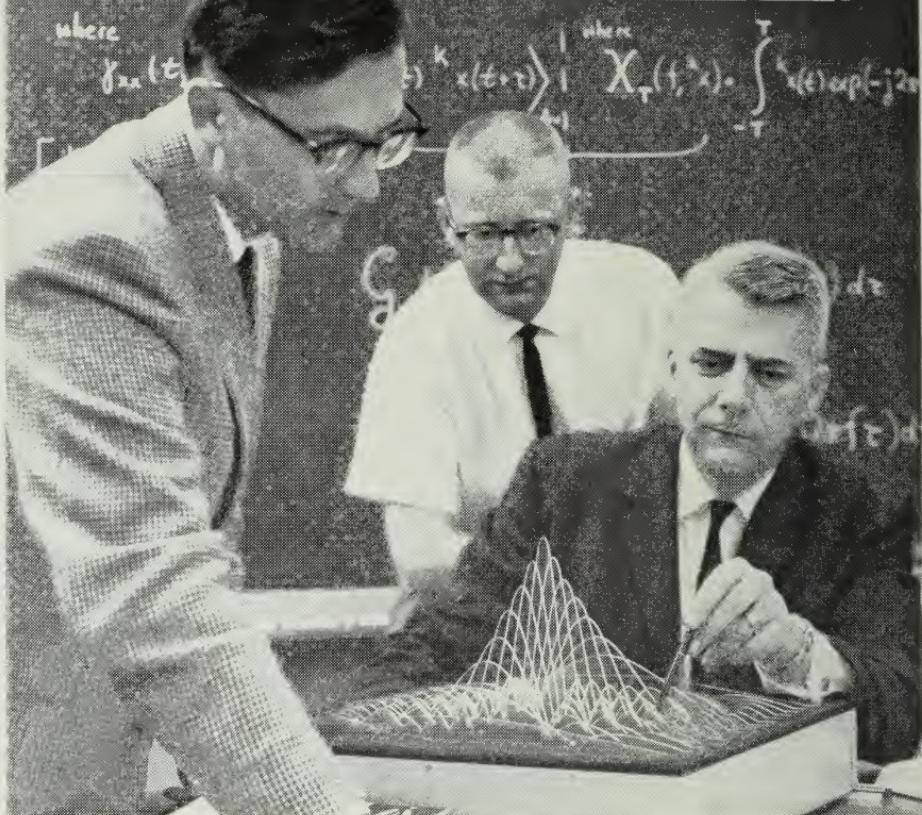
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Volume Ten

Number Five

December 1963

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VARSITY'S THIRD PRIME MINISTER  
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Some day it will happen: Bob Lansdale will take so many irresistible photographs for an issue of this magazine that there will be no room for articles of any kind.

His two major contributions for this issue are *A College Is Born* which begins on page 13 and the awful fate that befell the University's 100-ton vacuum sphere, page 66.

Elsewhere (pages 44 and 49) are his pictures of the second Orff course for music teachers and a trip backstage at the Royal Ontario Museum.

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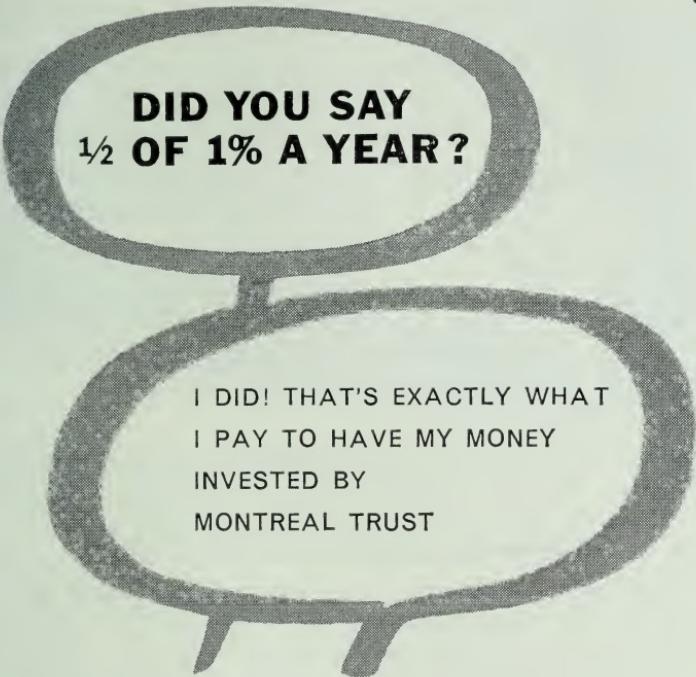
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Ross Munro, publisher of the *Winnipeg Tribune*, and William Gold, *Calgary Herald*, report on how Southam Newspaper Fellowships are giving promising young journalists a chance to study and think. First, the publisher —

# Raising the Potential

Ross MUNRO

**I**N THE NEWSROOMS across the land, there are always young reporters and editors who dream of a sabbatical year—a year away from bosses, pressures and deadlines to think and study and delve into specialized subjects in a reflective academic atmosphere.

Few of them ever achieve it on their own and the dream mists over like the often-cherished ambition of daily newspapermen to run their own weekly paper.

But last year, for the first time at a Canadian university, a continuing opportunity was offered to Canadian journalists, not only on newspapers but in magazine, radio and television work as well, for such a sabbatical.

This was the establishment of the Southam Newspapers Fellowships for Journalism at the University of Toronto. The first Fellows—three daily newspapermen and a magazine writer—attended Varsity during the 1962-63 academic year and another group has enrolled this fall. The five in this second group all have been accepted as Junior Fellows of Massey College.

The basic purpose of The Southam Company in creating these Fellowships was to raise the standards of journalism in Canada and give qualified persons this unique opportunity to improve their education.

Dr. Claude Bissell, President of the U of T, has described the program as "one of the significant

---

*Facing Page (top):* the 1963 Southam Fellows, all of them admitted to Massey College as Junior Fellows, are R. M. Green, *Globe & Mail*; R. D. Campbell, *Hamilton Spectator*; J. L. Best, *Canadian Press*; R. R. Snell, *Toronto Star*, and R. H. Abra, *Canadian Broadcasting Corporation*.

*Below:* The 1962 Fellows were A. W. MacFarlane, *The Telegram*; S. G. Franklin, *Weekend Magazine*; Claude Tessier, *Le Soleil* and *L'Événement Journal* (Quebec City); and William Gold of the *Calgary Herald*.



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developments in higher education in the country."

For several years past, the management of Southams had been considering how the company could best contribute to the improvement in the calibre of those moving up on the editorial staffs in Canada.

The impressive success of the Nieman Fellowships for journalists at Harvard University—established in 1938 by the Nieman family which founded the Milwaukee Journal—was an indication of what might be done, and in 1960 the question of a Southam-financed program was first discussed with Dr. Bissell. Gradually the plan evolved during 1961 and the official announcement was made by the University's President that fall.

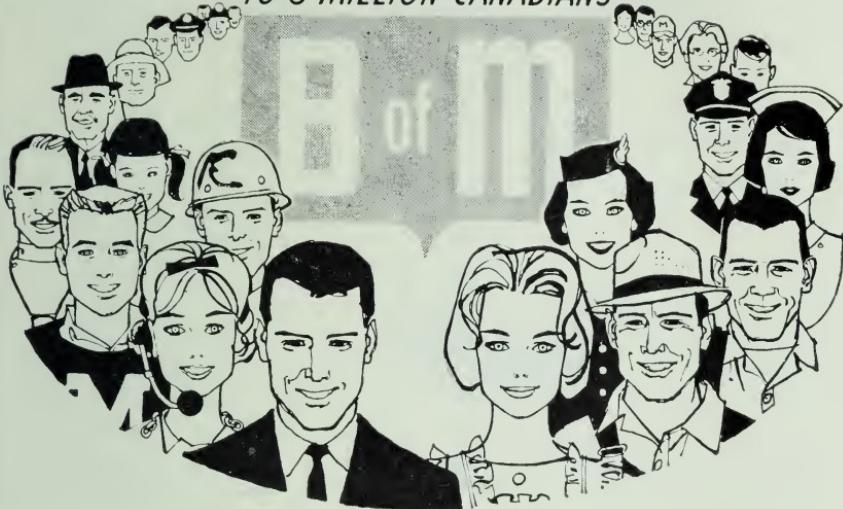
The response among the journalists was enthusiastic. Forty-seven applications were received by the selection committee in the spring of 1962 and many of the most talented young reporters and editors in Canada were in the list.

The committee, composed of Dr. Bissell or his representative, Dean V. W. Bladen of the Faculty of Arts and Science, Robertson Davies, the Master of Massey College, Gillis Purcell, general manager of The Canadian Press and the writer have the task of making the selections on the basis of professional competence and future potential as effective and responsible journalists.

Those selected are given all University privileges and are free to pursue any course of study they feel will contribute most to their professional

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interests, at the graduate or undergraduate level. It is not a requirement to have a university degree to be chosen. No credits or degrees are conferred but studies during the year range widely over history, political science, economics, literature or philosophy or can roam anywhere the Fellow—who incidentally may be a woman—desires.

The place of The Southam Company in Canadian journalism made it particularly appropriate that it should sponsor these Fellowships. It is one of the oldest publishing companies in Canada, being founded in 1877 when William Southam purchased a half interest in *The Hamilton Spectator*. It steadily grew and prospered until today it operates eight daily newspapers, with the largest total circulation in Canada, a large group of magazines, a financial weekly, printing companies, and has interests in radio and television.

In speaking of the genesis of the plan and its expectations, St. Clair Balfour, president of Southams, says: "We had been aware, for some years, that there was a shortage of first-rate talent in the newspaper business and that some of the good material which was available was handicapped in dealing with the increasingly complex problems of today's life by lack of formal education. Hence the Fellowships.

"Our hope is that the Fellows will contribute directly to the improvement of the standard of journalism in

(Continued on page 88)



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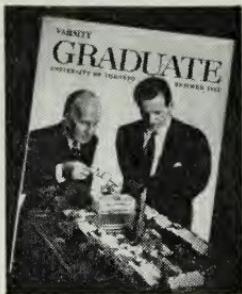
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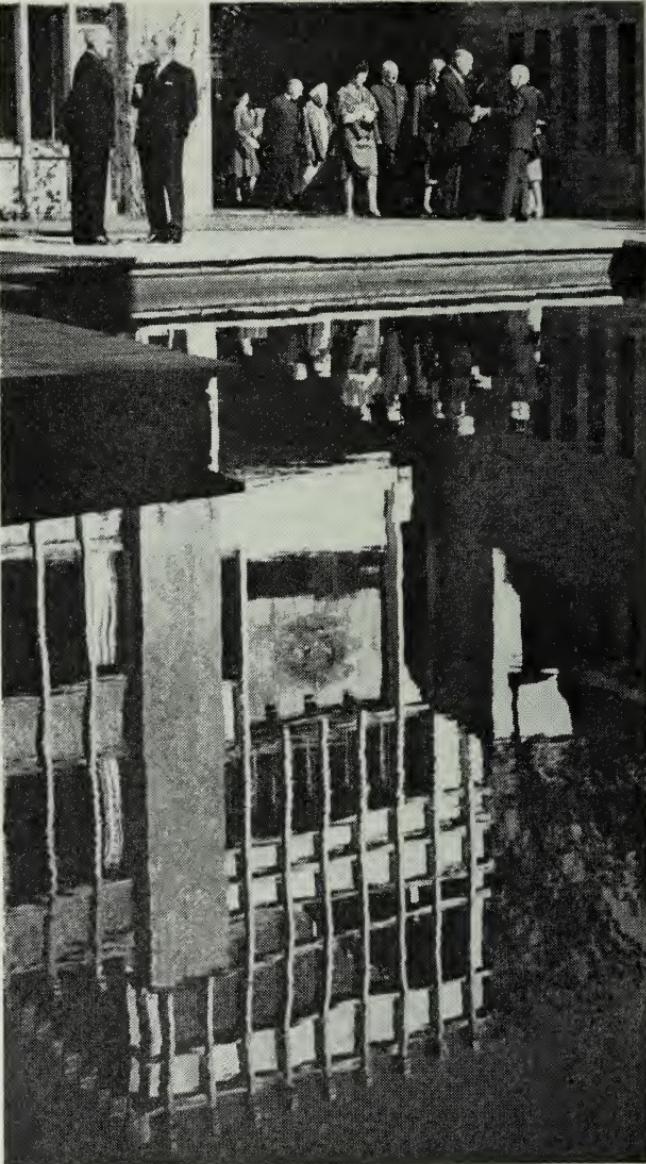
*A College Is Born*



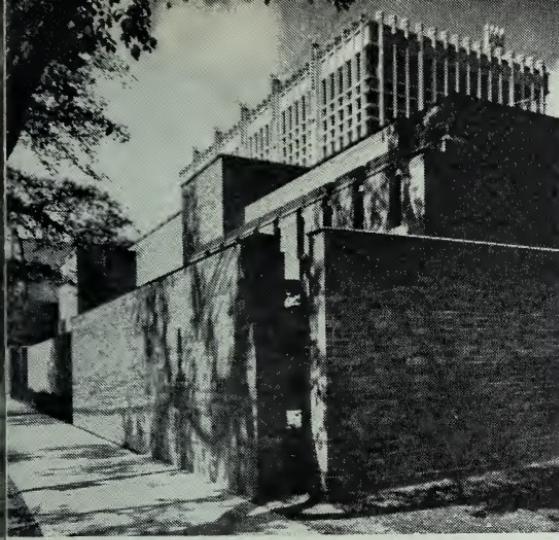
In 1961, after years of thought and many months of intensive planning, the shape of a College to be built and furnished by the Massey Foundation at University of Toronto could be illustrated by this architect's model.



In 1962, when H.R.H. Prince Philip laid the foundation stone the significance of the gift began to be understood. Outstanding students in both the Sciences and the Humanities would live and work together in suitable surroundings. The growing importance of the Graduate School would come into sharp focus.



In 1963, this photograph on the cover of the University's *Staff Bulletin* for October gave evidence that the College was ready and hinted at the beauty within its walls. The event was a garden party given by the Massey Foundation. The Trustees said they would turn over title to the Master and Fellows on October 4th.



*This House was built by the  
MASSEY FOUNDATION  
in 1962. It was the intention of the  
Founders to bring into being a College  
to serve a body of graduates limited in  
numbers but of high promise in scholar-  
ship and qualified to make of worth the  
fellowship to which they belong. It is the  
Founders prayer that through the fulness  
of its corporate life and the efforts of its  
members, the College will nourish learning  
and serve the public good.*



The formal opening was good fun—not without surprises and a good deal of academic irreverence. The birth cry of this College of elegant lines, superb appointments and dedication to excellence was a roar of laughter.

Seventy unmarried men who would live in the College and 24 others, married, living elsewhere but having the College as the centre for their University life had been registered as Junior Fellows before October 4th—a full complement. Joining them and the 19 Senior Fellows and their wives for the opening ceremonies were only a handful of guests—officers of the University for the most part.

There wasn't room in the College hall for more, and it was, after all, a College celebration....



With presentation of a visitors' book and a silver cup, Rt. Hon. Vincent Massey signified transfer of control and possession of the College to the Master and Fellows, and his own new role—that of Visitor, the official to whom complaints may be addressed.

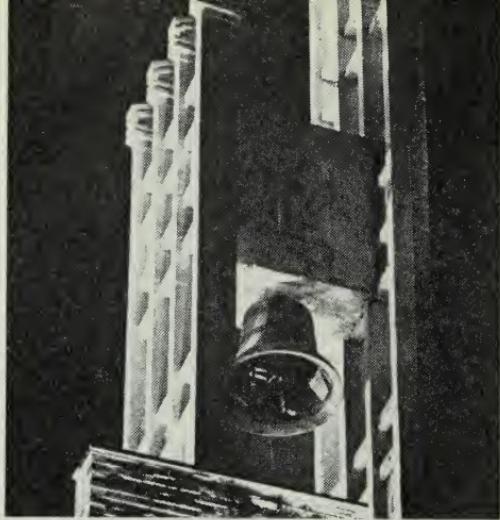
Replying, *above*, the Master was interrupted by Junior Fellow Robert Dinsmore whose demand to speak was granted. As the Master cringed under his wit, Dinsmore delivered a long harangue in rhymed couplets. "We're watched too closely," was the burden of his grievance; "we need time and peace to make your college." Otherwise, he'd shoot the bull—the College's heraldic bull!

The Visitor's judgment also was in rhyme. He promised peace and said good fellowship would reign.





There were guffaws and applause for brash young man and Visitor alike, e.g., Senior Fellow Dr. Claude Bissell, Dr. Raymond Massey, Professor W. A. C. H. Dobson, *above*.



In token of the friendly relationships he had prescribed for Senior and Junior Fellows, the Visitor ordered the silver cup to be filled and Saint Catharine, the College bell, to be rung. (It was her first public performance: she spoke thrice in a most agreeable way.) Then Visitor, Master and Junior Fellow drank to the College, and all adjourned to the Common Room.



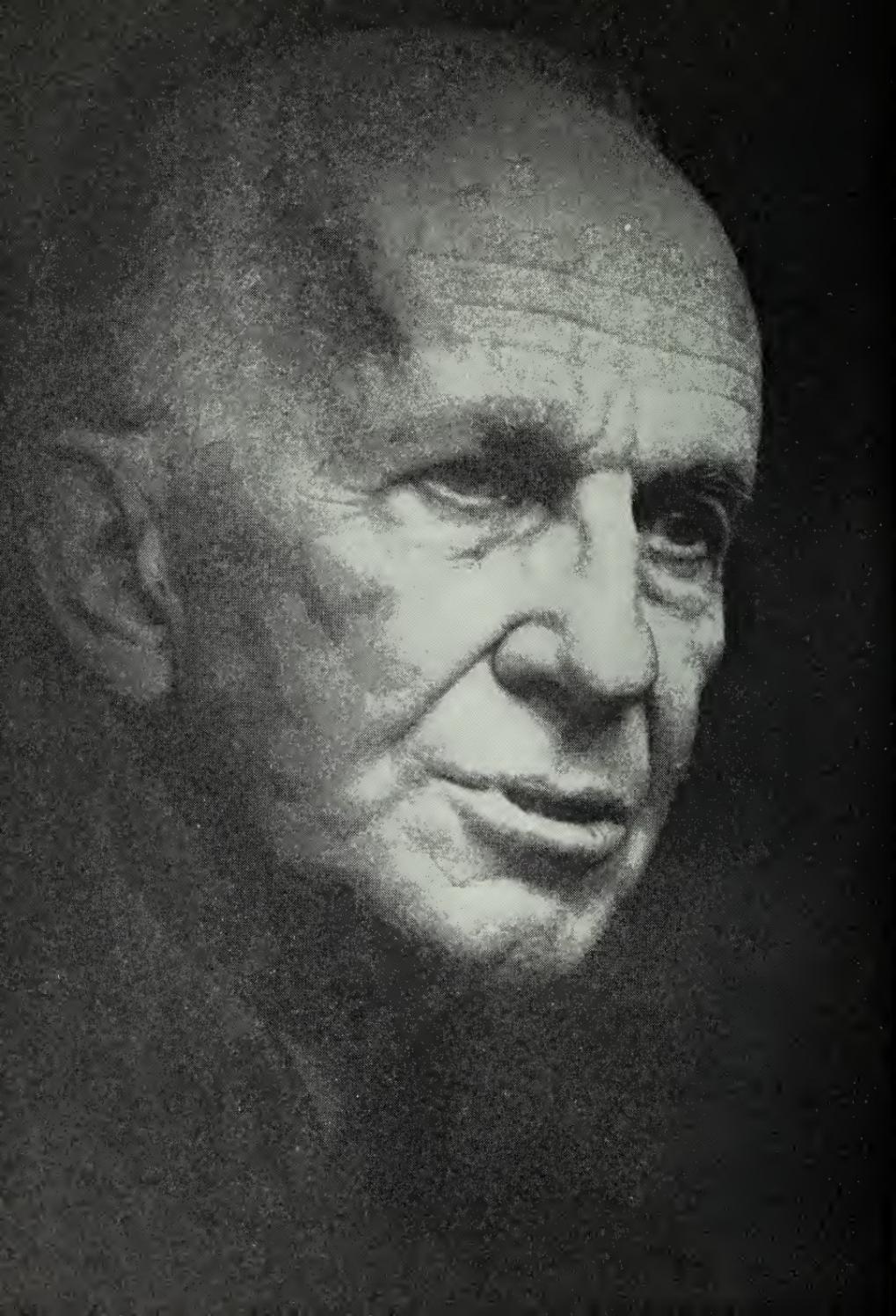


For those whose research into college customs and ritual may be a bit sketchy:

The post of Visitor is not new at Toronto. In its early days the University had a series of Visitors. Their names are on a panel in the foyer of Simcoe Hall.

The Junior Fellow who interrupted the Master was quite within his rights, for he introduced himself as that time-honoured academic figure, the *Terrae Filius*. This term, which means "son of earth" or more truly Clown, has been applied to academic critics for several hundred years.

Some days before the event, the Visitor knew there would be a complaint and was told of its general nature. That was all: the rules of the game prevented an advance comparison of scripts.





*Facing Page:* This study of a host absorbed in his guest was made by Bob Lansdale at the garden party in September. *Above:* Mrs. Robertson Davies; Dr. Ernest Sirluck, a Fellow; Mrs. Claude Bissell. *Below:* Fellows all—Hart Massey, Professor J. G. Eayrs, Lionel Massey, Professor J. C. Polanyi.





Above: With Mr. Massey at the September garden party are the Mayor and Mrs. Donald Summerville. Principal Donald Ivey, of New College, is in the background.

Facing Page: Mrs. W. E. Phillips, the President, and Lieut.-Col. Phillips, Chairman of the University's Board of Governors and a Fellow of the College.

Below: Professor J. Tuzo Wilson (left) and Professor Robert Finch (right), Fellows of the College, with Mrs. Wilson and the Chancellor and Mrs. Jeanneret.







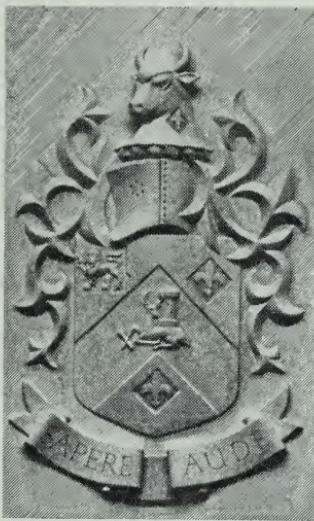
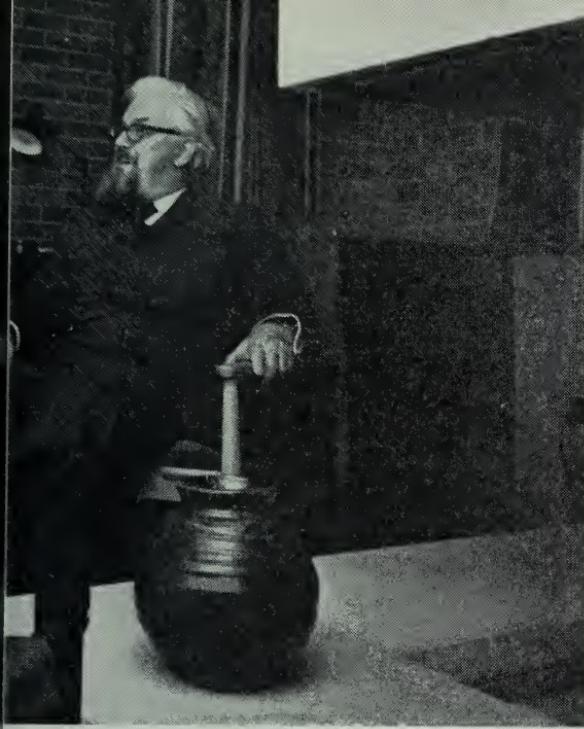
Wherever one chooses to turn in Massey College, there is a graceful line, a pleasing fabric, an attractive object. The attention to detail has been extraordinary.

Eric Clements of London, one of the best silversmiths alive, designed the Founders' Cup presented by Mr. Massey. The Visitors' Book was made in Montreal by Mrs. Liselotte Stern, a leader in her field.

"Yet it is wrong to say we have been extravagant," Dr. Davies has pointed out. "Much has been made of the College silver—which cost no more than silver used in the other colleges. It is true the first of the chairs for the dining hall (*above*) was sent back six times for alterations; but our chairs are no more expensive than those they sit on in the other colleges."

*Right:* The Round Room ready for a Ph.D. examination.





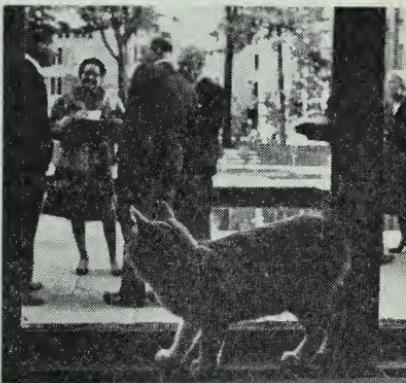
Above: Coat-of-arms of the College in the Round Room.

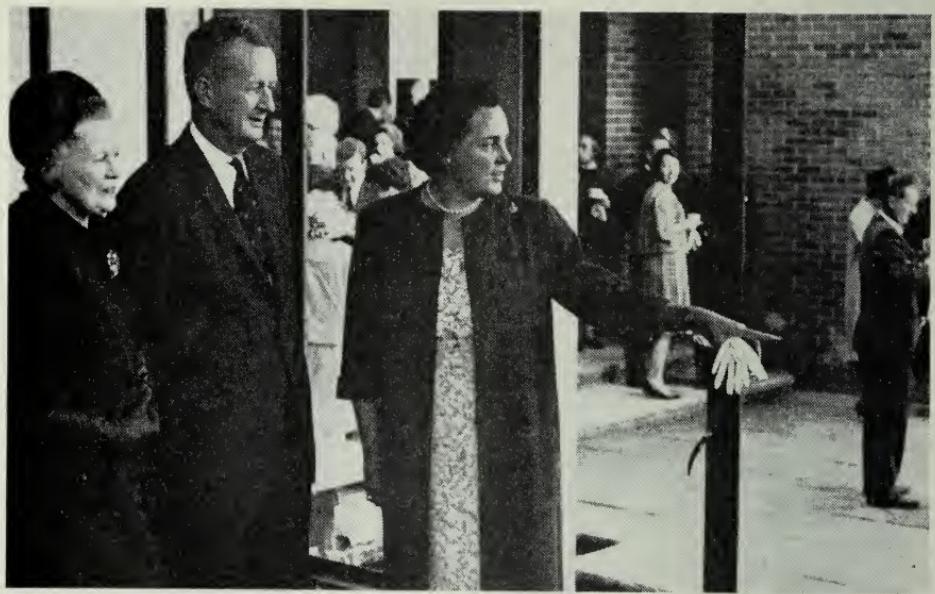
Left: William Howard, who supervised the decor, is with Dr. Davies.



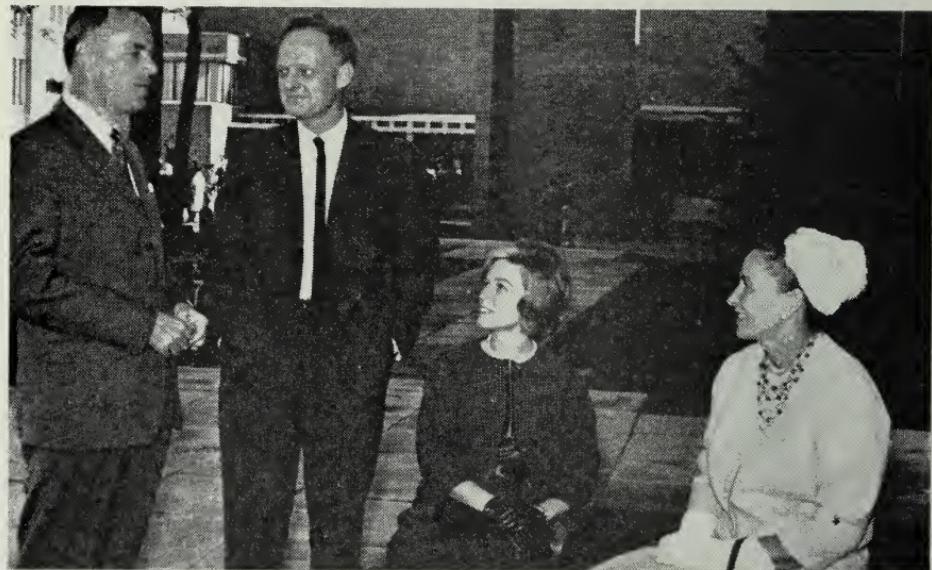
Left: Stairway to the Hall.

Below: The College cat is named for Dr. Samuel Johnson's Hodge.





*Above:* Mrs. Moffatt St. A. Woodside and Dr. Woodside, Vice-President (Academic), with Mrs. Lionel Massey. *Below:* Mrs. J. H. Sword, right, with Ronald Thom and his wife. Mr. Thom, as Dr. Davies has written, is the architect "who has done the remarkable feat of designing a college of medieval plan without imitating medieval forms".





# The Corporation of Massey College in University of Toronto

## Visitor

The Rt. Hon. Vincent Massey, Chairman of the Massey Foundation

## Master

Dr. Robertson Davies, author, playwright, newspaper publisher

## Fellows

Dr. Claude Bissell, Professor of English, President of the University

Dr. Vincent Bladen, Dean of the Faculty of Arts and Science

W. H. Broughall, barrister, Trustee of the Massey Foundation

Professor W. A. C. H. Dobson, Head of the Department of East Asiatic Studies

Professor J. G. Eayrs, Department of Political Economy

Professor Robert D. C. Finch, Department of French, University College

Dr. A. R. Gordon, Dean of the School of Graduate Studies

Geoffrey Massey, architect, Trustee of the Massey Foundation

Hart P. V. Massey, architect, Trustee of the Massey Foundation

Lionel C. V. Massey, Associate Director of R.O.M., Trustee of the Massey Foundation

Dr. Raymond Massey, actor, director, producer, Trustee of the Massey Foundation

Lt.-Col. W. E. Phillips, Chairman of the University's Board of Governors

Professor J. C. Polanyi, Department of Chemistry

Professor G. H. Roper, Head of the Department of English in Trinity College

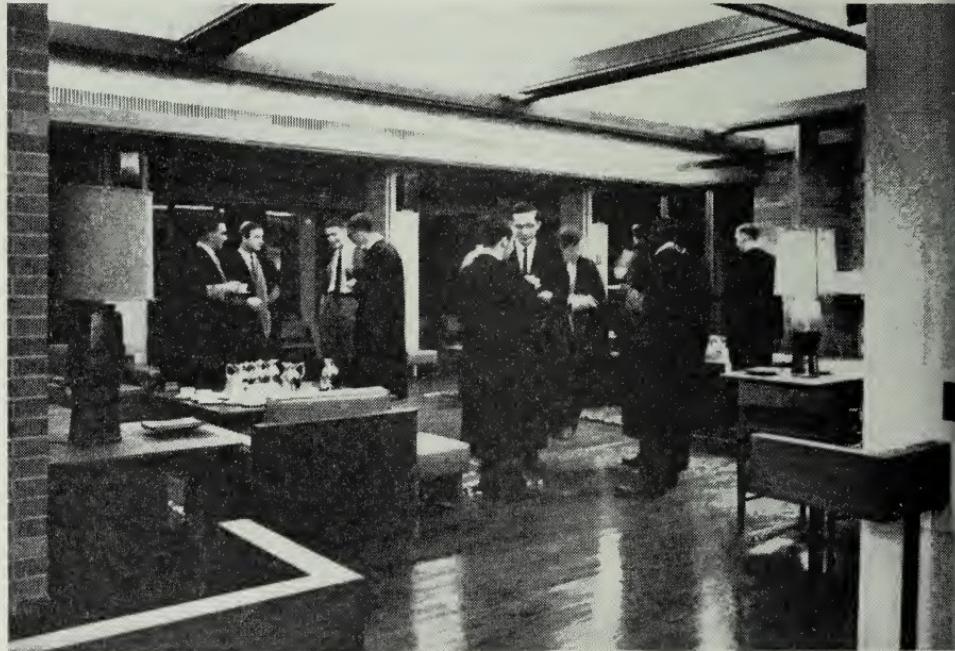
Dr. Ernest Sirluck, Associate Dean of the School of Graduate Studies

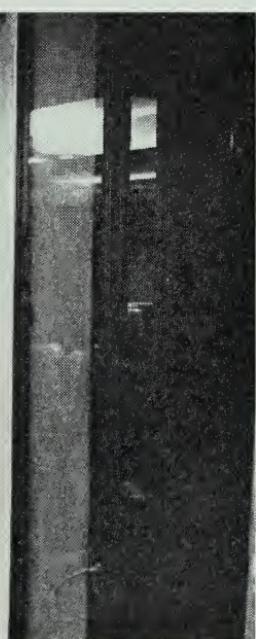
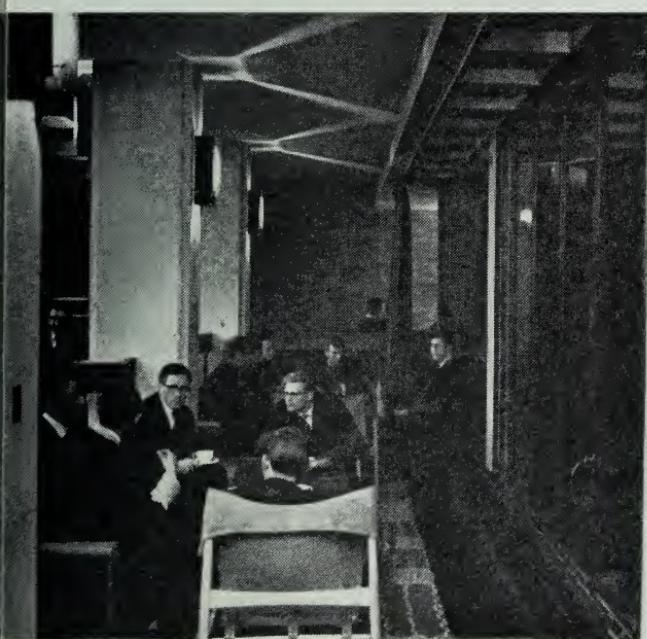
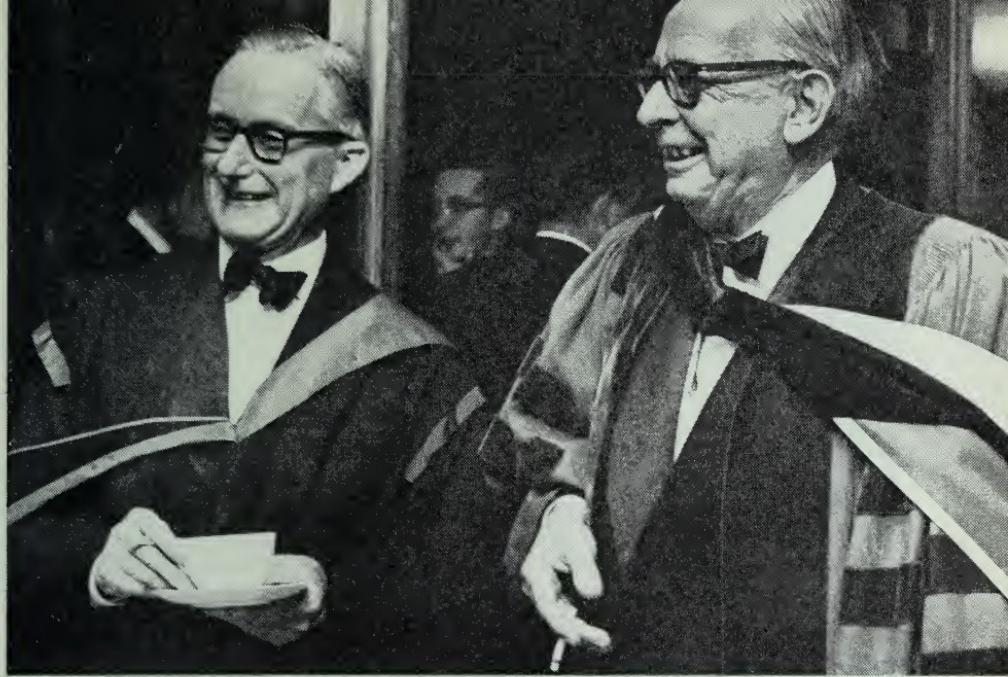
Professor J. Tuzo Wilson, Director of the Institute of Earth Sciences

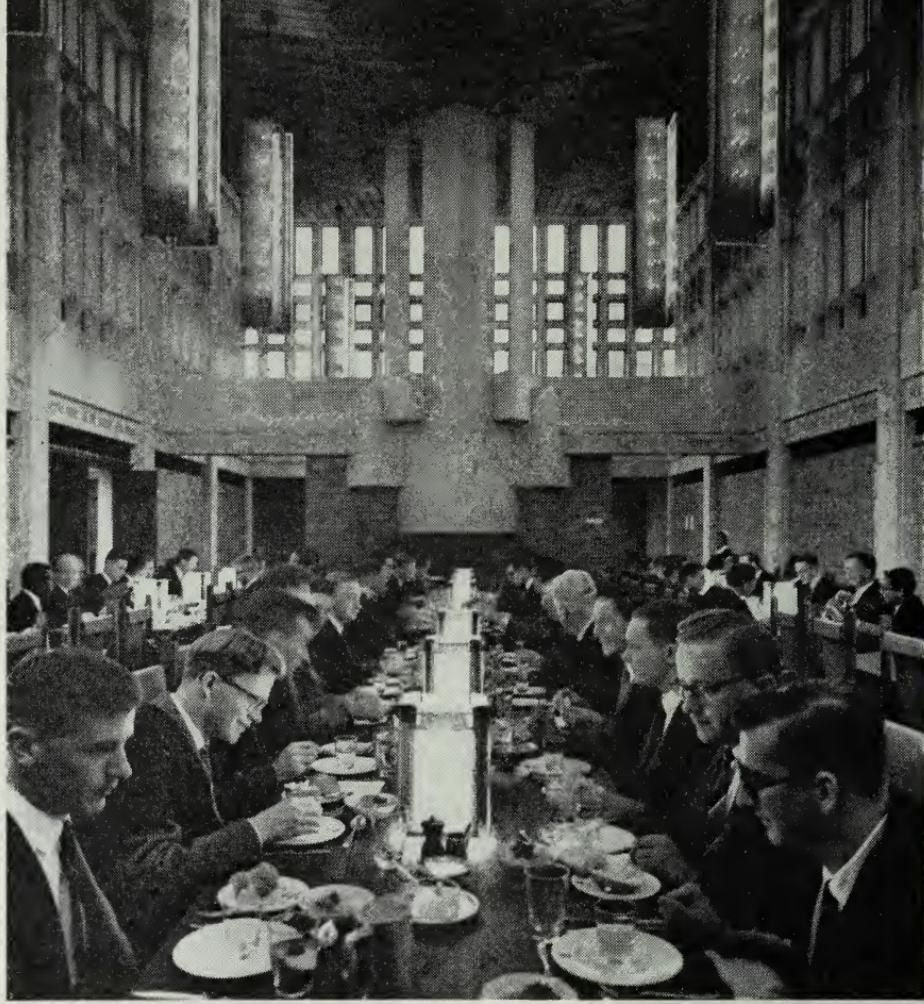
Dr. C. A. Wright, Dean of the Faculty of Law

*Below:* the Common Room

*Right:* Fellows Dobson and Wright







### To be happy . . .

This inscription encircles the dining hall of Massey College:

*Happiness is impossible, and even inconceivable, to a mind without scope and without pause, a mind driven by craving, pleasure or fear. To be happy, you must be reasonable, or you must be tamed. You must have taken the measure of your powers, tasted the fruits of your passion, and learned your place in the world and what things in it can really serve you. To be happy, you must be wise.*

GEORGE SANTAYANA

## The Visitor . . .

*Below:* The Right Honourable Vincent Massey, Companion of Honour, leaves Massey College after an autumn function.

Teacher, author, builder (of Hart House and Massey College), corporation president, Member of the Privy Council—

Minister to the United States in the twenties when Canada first spoke directly to the other nations of the world, High Commissioner in London during the last years of the great depression and throughout the second world war—

Chairman of a Royal Commission which had a profound effect on the cultural life of his country—

Chancellor of the University of Toronto, Governor-General of Canada—which of so many accomplishments has given Mr. Massey the greatest pleasure?

Those who talked with him from time to time through the summer and autumn would not be too surprised if the answer were “Massey College”.



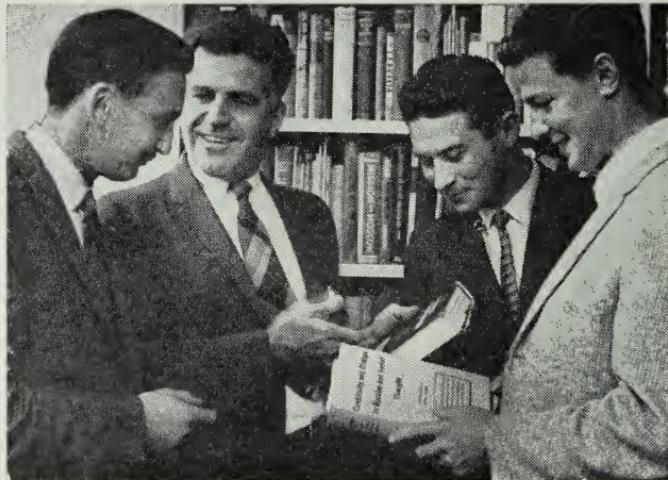
A Junior Fellow at Massey College this year is Vitaly Markovitch Korsun of Krigvoy Rog. Living in Sir Daniel Wilson Residence is Gennadi Grigoryevitch Zaitsev, Leningrad. At Guelph, in an O.A.C. residence, is German Vikentjevich Blagoveshchensky of Moscow.

In return, three Varsity graduates in Slavic Studies are studying in Moscow: A. D. Toffolo, L. D. Majhanovich and T. L. Aman. The student exchange was arranged by Professor Gordon Skilling, head of the University's new Centre for Russian and East European Studies. It was made possible by a grant from the Laidlaw Foundation.

The exchange will be an annual event and by next year Professor Skilling hopes to see five students moving in each direction.

STEPHEN H. E. CLARKSON, author of the accompanying article and the young man whose photograph, taken in Moscow, appears on the facing page, has good advice for Canadians who hope to benefit from the arrangements made by Professor Skilling with the Ministry of Higher Education of the U.S.S.R.

## MY THIRTY DAYS IN THE



TOFFOLO

SKILLING

MAJHANOVICH

AMAN



## MIDST OF 22,000,000 TITLES

IF I AM WRITING about graduate study in the Soviet Union, it is despite my having been unable to work there as a *bona fide* student myself. I have in fact recently returned from spending a month as a "tourist" in Moscow accomplishing the research essential for my doctoral dissertation in Political Science. According to our Moscow embassy, I was only the second Canadian to do graduate work in the Soviet Union.

As my subject—the Soviet Analysis of India's Development Problems—is topical, I went to Moscow hoping both to read library material unavailable in the West and to interview

those Russian experts responsible for Soviet publications on current Indian problems. In both respects my actual experience far exceeded my expectations.

At the Lenin Library which, with its 22 million books and periodicals, must be one of the world's finest libraries, I was able both to consult the fifty books I had hoped to read and to locate, through the excellent classified catalogue, one hundred additional items of great value for my thesis. As a foreign student, I was put in the splendid isolation of the reading room reserved for the august clientèle of "Academicians, Doctors

of Science and Professors", an enormous chamber with a thirty-foot ceiling and, according to my calculations, 120 square feet of floor space per desk and reader. Possibly because my subject was not politically delicate, I was provided with all the books I requested. (There are no stack privileges, yet the library service often found me books which I had been unable to locate in the catalogue but which I knew to exist.) With this rich documentation at my disposal and with no distractions apart from the organized spontaneity of the May Day parade and the magic of the Bolshoi ballet, I was able in a month to do an enormous amount of work.

In my contact with Soviet specialists, my experience was equally satisfactory. Armed with letters of introduction from an American professor with whose work the Soviet scholars are familiar, I found an open door to the Institute of the Peoples of Asia and Africa (formerly the Institute of Oriental Studies) which produces the bulk of Soviet research

---

As a Trinity student, our author was president of the Historical Club and *Cercle Français*, soccer captain, got his naval reserve commission through U.N.T.D., was a member of Hart House Debates Committee, graduated in 1959 with the Governor-General's medal for the best degree.

His Trinity B.A. was in Modern History and Modern Languages (French and Russian). As a Rhodes Scholar at New College, Oxford, he won a second in Philosophy, Politics and Economics.

Political Science studies in Paris have been financed by a Rhodes grant and now by a Ford Fellowship.

on India. There I had a series of discussions with nine specialists who seemed both intrigued and flattered that a non-Communist Westerner might be interested in understanding their point of view. One particularly obliging scholar saw me for a total of ten hours, patiently answering my questions and thereby giving me a brief course on how he applies Lenin's analysis of Russia's pre-revolutionary agriculture to the agrarian problems of India in the 1960's.

In the short time I had in Moscow I could only hope to gather a general impression of the degree of dogmatism or flexibility of these Soviet propagandists on Asian affairs. Had I been able to stay longer, I would have been able to work more intensely with these experts, challenging them to substantiate in detail their arguments which seem to be dominated by stereotypes uncritically accepted from Lenin's early studies.

Being Canadian, however, I could stay no longer. For, in the land of universal planning, even a foreign student cannot practise private enterprise. No non-Communist foreigner can officially be a student in the Soviet Union without participating in such student exchange agreements as those concluded with the United States, Great Britain, and France, who, for the past five years, have each been sending an average of twenty students to study in Russia, a similar number of young Soviet scholars coming to the universities of the contracting countries. As Canada still had no such student exchange agreement, the only

way I was able to study in Moscow was to stay in a hotel as a tourist, an exorbitantly expensive undertaking. After May 1, for instance, the lone tourist not taking part in a group excursion is required to pay the first class rate of \$38 per day, whether or not he needs the car, chauffeur and interpreter that this fee provides.

That the Ford Foundation gave me the necessary \$1,680 to finance my transportation and upkeep for one month's work in Moscow is an indication of the generosity of American support for Canadian higher education. That a month's study in Moscow can cost slightly less than a whole year's exchange underlines the irrational handicap from which Canadian "Sovietology" has suffered.

Happily this situation will soon be altered. The welcome news that a grant from the Laidlaw Foundation has enabled Varsity's Centre for Russian and East European Studies to arrange an exchange with the Universities of Leningrad and Moscow through the Soviet Ministry of Higher Education means that Canadian students of Soviet affairs will at last be able to enjoy normal graduate research conditions in Russia.

As doctoral students working on specific research topics they will be under the guidance of a supervisor assigned from the staff of the relevant academic institution, although the major part of their time will be spent in the library searching out and digesting their needed material. While their research will be the most tangible result of their year's study, hardly

less important will be their opportunity to have direct and prolonged contact with Soviet society from the inside.

The Canadian exchange students will be housed along with the other Western students in the residential quarters of the university and will thus have experiences that no tourist could hope to enjoy. Comfort, it is true, will not be excessive. Not able to afford the expensive Intourist restaurants, they will eat in the student or city cafeterias, thereby spending the major part of their monthly allowance of 150 roubles (officially equivalent to \$172, but with a buying power perhaps one half that figure). They will be able to engage in conversations with the Russians they meet, to witness the political conditioning of the mass media, to taste Soviet culture in the theatres, and to make excursions into the country.

For all these advantages, their stay is not likely to be a bed of roses. It would be exceptional were they not to live under considerable personal tension, since all visitors to the Soviet Union—diplomats, tourists or students—from a capitalist and, above all, NATO country are *ipso facto*, suspected characters. The experience of one American student I met will illustrate the problem. As those who were known to associate with him got into trouble with the Party, he had to make distant and cautious rendezvous so that those whom he liked should not be seen in his company. While his Russian comrades in the residence

were always eager to hear anything about life in the West, conversations would degenerate into Cold War slinging matches when the ever-present "ideological" student agitators intervened with their inevitably provocative questions about why the Americans started the Korean War, encouraged the lynching of Negroes, and refused to sign a non-aggression pact.

The Canadian student in the Soviet Union will be an unofficial ambassador of his country and society. Because of the general ignorance and curiosity about Canada, whatever he says will be considered as an expression of Canadian public opinion. Like a diplomat too, he will have to maintain a constant vigilance over what he says and does. He must act so that no photograph could provide compromising material for future blackmail; he must speak so that no recorded or reported conversation can provide grounds for accusations of espionage or corrupting Soviet youth. This does not imply he need be repressed. He will be expected to be frank in what he says. He will not be obtrusively controlled, but he must always act with scrupulous correctness. Nevertheless, as even certain Chinese students recently found, he can at any time become the object of international skullduggery—even being caught selling his dacron suit to an importunate student could be the excuse for expulsion.

The student, however, is not abandoned in Moscow; the Canadian embassy will be in constant touch

with him and will be ready to help in any emergency.

I would conclude that the prospective Canadian exchange student should have the following four qualifications before going to the Soviet Union. He should have a well-defined topic so that he can put his few months of research to maximum advantage. He should be sufficiently fluent so that precious months are not wasted while he masters the language. He should, thirdly, be well-informed about international affairs and Canadian conditions, since superior information is the only weapon which can counter the half-truths which his interlocutors will be echoing. (It is no disadvantage to be an up-to-date dancer: although the "decadent", "bourgeois" twist is officially banned from public ballrooms, students—Communist and non-party alike—will eagerly beseech him for lessons on how to move to the twist, rock and tango records they have somehow amassed in their rooms.) Lastly, but no less important, he must have enough personal stability and maturity to be able to take the strain of Soviet control in his stride.

Both the Canadian student and his Soviet opposite number will return home enriched by their experiences. The Canadian will have completed research vital for his dissertation. He will have obtained a realistic appreciation of many of the facets of Soviet life. Above all he will have played his own small but valuable part in re-establishing a dialogue between Russia and the West.



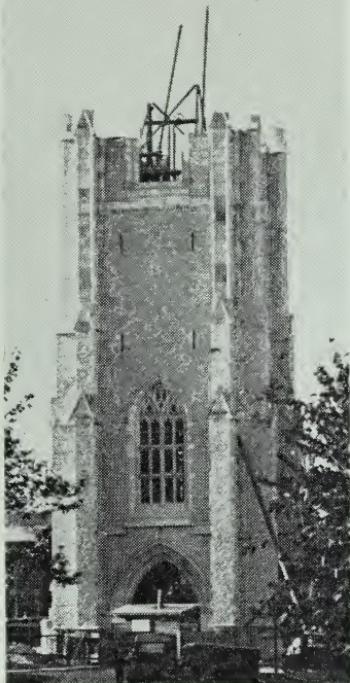
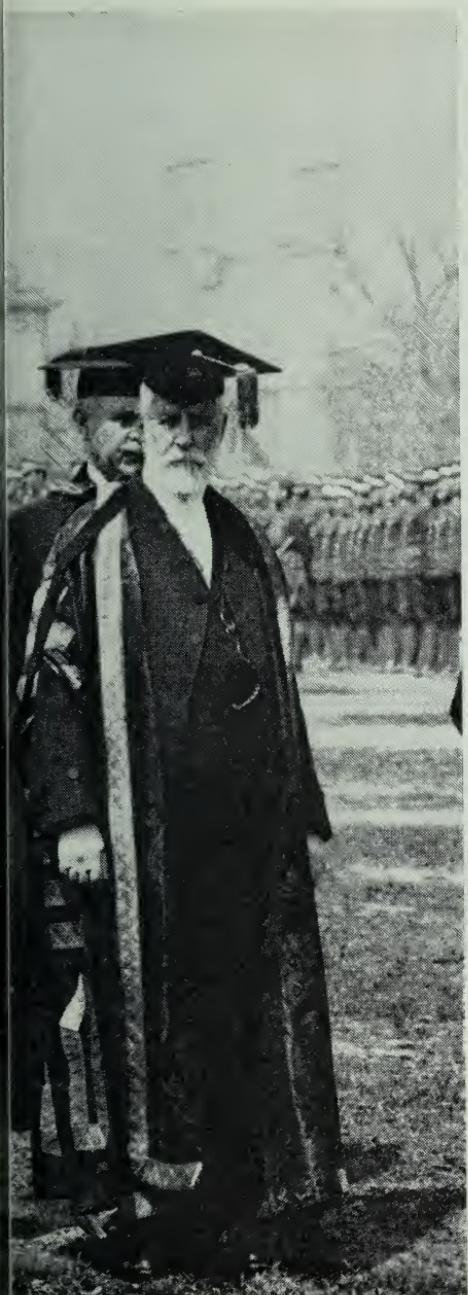
## When a Professor Clears Out His Desk . . .

OFFICIALLY, Professor K. B. Jackson retired June 30. But old friends at Varsity caught many glimpses of him through the summer and autumn. "I'm down here cleaning out my desk," he told one of those who caught up with him. "After all," he elaborated, "I've been here, boy and man, for fifty years. A fellow collects a lot of things in fifty years." He could have added that other demands (*e.g.*, a full-time job) kept interfering—for this professor's idea of "retirement" was to join de Havilland Aircraft without breaking stride.

An item that Ken Jackson couldn't throw away, send on to the University Archives, or take away (except in his heart) was the one he valued most: the view of the ever-changing Front Campus from his room on the north side of the old Schoolhouse. This is the closest thing to a ring-side seat that the University can offer.

Ever since he saw his first stereoscopic aerial photograph near Vimy Ridge in 1917, photography has been both a hobby and a valuable research tool for Professor Jackson. Among the hundreds of slides and prints in his





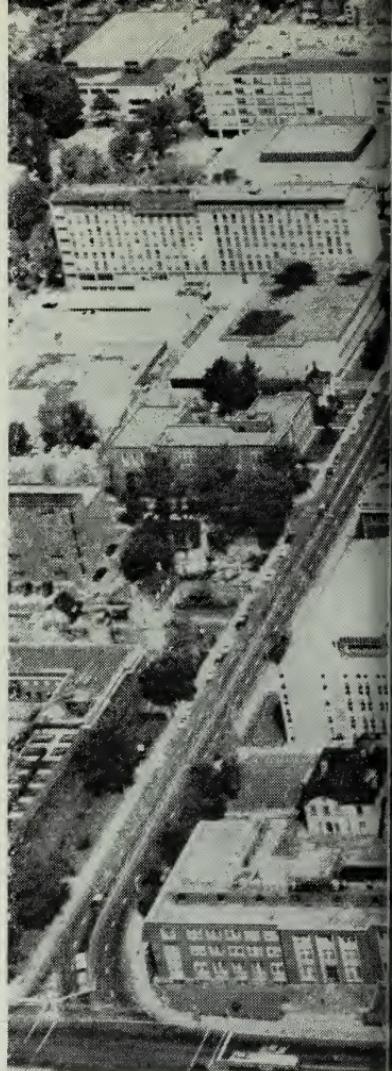
desk or stored close by, was the World War I relic at *left*. In the background, to the right of Chancellor Meredith, Varsity's cadets are lined up for inspection. Left of the mace-bearer, going down the line from right to left, are Sir Edmund Walker, Chairman of the Board; the President, Sir Robert Falconer; Principal Maurice Hutton of University College; the Rev. R. P. Bowles, Chancellor and President of Victoria University, and behind him, with face partly hidden, Provost T. C. Street Macklem of Trinity. Registrar James Brebner, *left*, with raised hand, gives last-minute instructions.

The photograph of a partly-built Soldiers' Tower, *above*, is one of Professor Jackson's own shots. Still



another picture with a World War I link is the Royal Flying Corps airview above, taken in July 1917. Beside it is a picture taken this summer.

Among landmarks in the R.F.C. panorama are Convocation Hall (but no Simcoe Hall) and the McLennan Laboratories (with no Galbraith Building to carry the wings out to



St. George Street). South of McLennan Labs, the old Chemistry Building is evidence of the University's development. In 1948, it became an appendage to the then new Wallberg Memorial Building for Chemistry and Chemical Engineering which, in turn, was soon unable to supply the space needed by its two growing depart-



ments. This year the Chemists moved into a splendid new home of their own. Their Lash Miller Chemical Laboratories may be seen in the recent airview—it is the most southerly of the three large buildings in the upper left corner. Sidney Smith Hall is immediately north of the Labs. North again is the Zoology Building.

But let us return to the old Chemistry Building. This ancient pile which has served Canada well—for example, RDX, a violent explosive in pre-atomic terms, was tested in its elevator shaft—may not appear in many more airviews. Its site is being considered for a new building to house the hard-pressed Metallurgical Engineers.

Talk about parking garages for the University prompts this graduate in Architecture to ask —

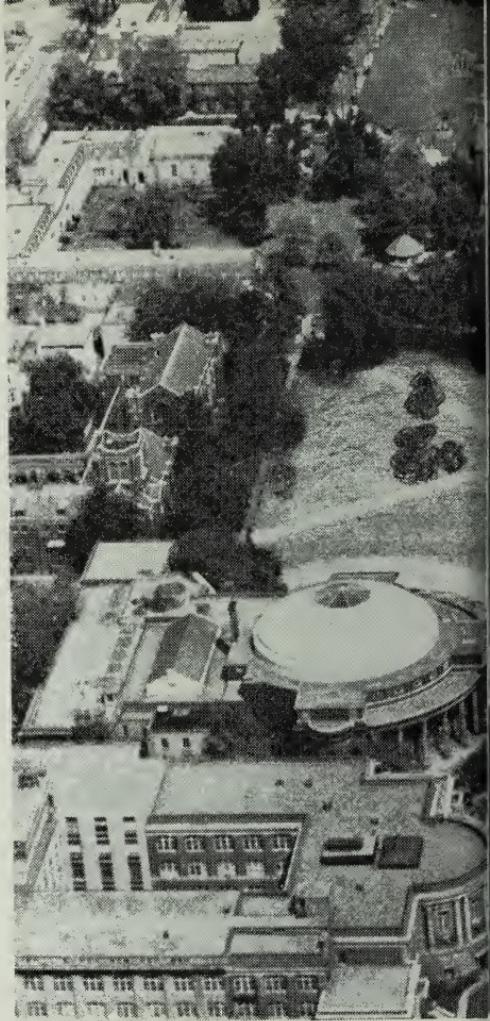
# Why not a Harvard Yard for Varsity?

ALASTAIR GRANT

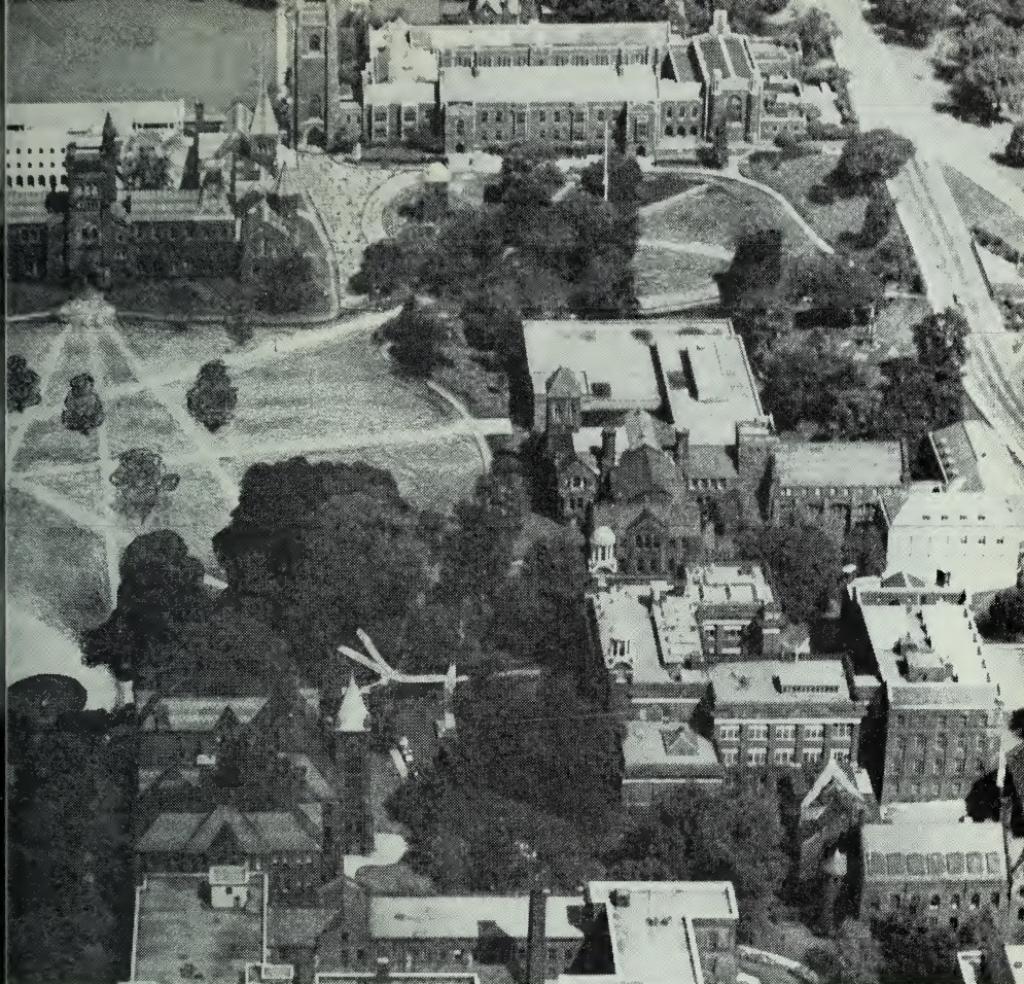
**L**AST YEAR'S decision to charge fees for parking on University property and the announcement that excess revenue would go towards a fund for parking garages has raised my hopes. Does this mean Varsity may become a pedestrian's world, as it should be? Ever since my early years as a student, I have resented the ugliness and inconvenience of cars parked bumper to bumper around the Campus.

The ring road around the Front Campus should be torn up and other nuisances attended to. Now, in autumn, two soccer fields block passage. (In view of the plan for a playing area on the West Campus, one should be enough!) In winter, one must plod through snow or slush. In spring, a fence goes up to protect the grass. This is all wrong.

There should be trees on the campus and a network of paths. Paved



areas could be established at points used for ceremonies (e.g., at Soldiers' Tower) or at the juncture of several paths. When I measured the winter trails as a student, some were as wide as 12 or 15 feet. I am confident wide pedestrian paths with an all-weather surface would meet Fire Department regulations. They could also serve



*—Drawing by A. G. Walton on airview by Geoffrey Frazer*

the University's maintenance vehicles.

Two small ring roads, linked with Wellesley Street by the underpass and with College Street by King's College Road would give vehicles access to Hart House, the east door of University College, the Library service lane, Simcoe Hall and Convocation Hall.

And what would it all look like? Perhaps it would look something like Harvard Yard. How much more suitable, more dignified and more memorable this would be.

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Varsity Fund Directors recently asked donors to suggest worthy projects. This article, sent as a letter, was the reply of Mr. Grant, Architecture '58.



## The word



OUR SECOND ANNUAL teacher-training course in Carl Orff's "Music for Children", held again this year in the Edward Johnson Building, differed markedly from the first. Last year's students heard formal

lectures by Carl Orff and others, and watched demonstration classes of children illustrate his Method (*the small photographs*). This year's student body, drawn from Puerto Rico, seven Canadian provinces and twelve of the

PROFESSOR RICHARD JOHNSTON, Director of the Royal Conservatory's Summer School, writes of progress in teaching teachers how to teach by the Orff Method.

# for the Method is *zest*



United States, had a more vigorous time (*the large photographs*). In work periods they observed one another's performance and discovered for themselves how Orff's approach to the musical education of children is based

on the thesis that the so-called "modern child" does not exist. This is parallel to Goethe's thinking when he says, "Even though the world as a whole progresses, Youth always has to start at the beginning again and



the individual has to experience the epochs of world culture". The child's use of words such as "space-ship" and "launching pad" do not change his fundamental nature. He goes through the same stages of development as his ancestors, but does so as an individual. To illustrate and dramatize this philosophy through active participation of teacher-students in the Method itself was the central aim of this summer's course. Orff's "Music for Children" has passed the experimental stage on this continent. We may now concentrate on the philosophical comprehension, the technical proficiency, and help teachers to become familiar with the materials.

This year's teaching load was shared by Miss Doreen Hall, violinist, who pioneered the teaching of the Orff Method on this continent; Keith Bissell, composer, who spearheaded the interpretation of the work in





terms of school classrooms; Hugh Orr, an outstanding performer and teacher of the recorder; Miss Dagmar Bautz, a young dancer who teaches creative movement at the Mozarteum in Salzburg; and Mrs. Polyxene Mathey.

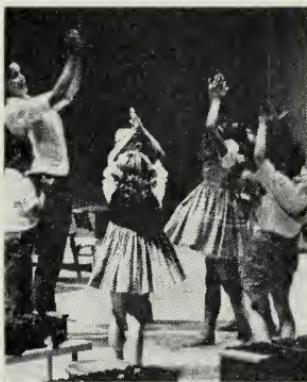
Mrs. Mathey has been associated with Carl Orff practically from the beginning, is responsible for translation of "Music for Children" into Greek, and has established her own school in Athens. In her part of the world she has duplicated the achievement of Dr. Arnold Walter, Director of the Faculty of Music, who introduced the Orff Method on this continent.

In Sweden, Portugal, Japan and other countries, Orff teachers use native materials instead of German. As a direct outgrowth of our summer courses, a source book is being prepared which will help music teachers in Canada and the United States to follow this example. *(Continued)*





## For musicologists who came in late . . .



In our report of the first course ("Carl Orff and his method", VARSITY GRADUATE, December, 1962), Dr. Arnold Walter made these observations: "As Carl Orff sees it, the primary purpose of music education is development of a child's creative faculty—the ability to improvise. Orff's starting point is rhythm, most basic of the elements yet the one most likely to be neglected by many of today's music teachers. Rhythm cannot properly be taught mechanically or mathematically; it grows out of speech-patterns. Speaking and singing, poetry and music, music and movement, playing and dancing are not separate in the world of children. They are essentially one and indivisible, all governed by the play instinct. When music is taken out of this sphere, it loses its innocence and joy for the young. They are expected to master such difficult instruments as piano or violin before they have experienced music. They are taught modes and techniques of expression before they have anything to express."

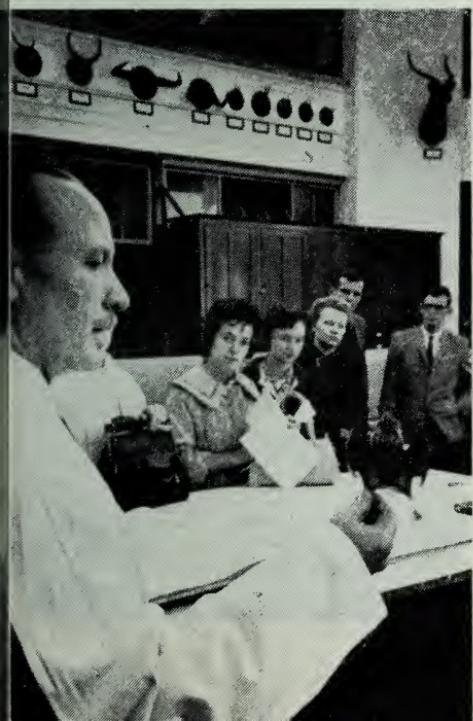
# Backstage tour and red carpet for freshmen



The Royal Ontario Museum offered a special welcome this fall to freshmen of its sister division, University College. From the main rotunda, *top*, students visited research and study quarters which take up more than half the building. In a palaeontology lab the Director, Dr. W. E. Swinton, described a fossil trove uncovered by R.O.M. experts in Ecuador. "From such remains", he said, "comes a view of the world before man existed—all done by people like you, studying at Varsity."



A hybrid pike is caught in an Ontario lake: How can a student trace the cross-breeding which produced it? One way is to count the vertebrae in an X-ray photograph. Dr. E. J. Crossman, associate curator of ichthyology, explains the method to Professor Robin Harris, Acting Principal of University College, and a group of science freshmen. Four other research areas—a fraction of work under way in the world's largest university museum—are shown on the facing page. Clockwise from top left, staff demonstrate: efforts to mark individual crayfish (as birds are banded) to study their growth in natural habitats; the constant search for better ways to restore and preserve art of the past; inspection in the earth sciences which has disclosed as many as five new minerals in one year; a specimen gathered in British Guiana, part of an unequalled collection of mammals from that area.





At end of visit Ted Mound, entering General Science, chats with Associate Director Lionel Massey. Mound likely will meet other R.O.M. staff as lecturers, use its collections for study.



The Museum's chief glory is its Chinese collection, one of the finest in the western world. Thirty-four centuries are captured in fresco paintings, jade, bronze, ivory, and ceramic. Curator Henry Trubner and assistant curator Yen Shih, like many other Museum staff, also are members of teaching departments in the Faculty of Arts and Science. Ties with the rest of the campus have been close throughout the R.O.M.'s 51-year history; in 1947, they were strengthened when by Act of Legislature it became an integral part of the University of Toronto. President Claude Bissell has defined the Museum's role as a centre of scholarship and instruction and a stimulus to the imagination, both in the University and in the community.



## *It was a long time ago . . .*

SIXTY-FOUR YEARS AGO, in December, 1899, our undergraduate contemporary, *The Varsity*, brought out a Christmas issue. A copy may be seen, not too distinctly, in the lower right corner of the photograph. To Professor A. H. R. Fairchild, the man who is examining it, the paper is a treasure—for he was the Editor.

"I was proud of that issue," Professor Fairchild said recently. "The lead article was by Hamilton Wright Mabie, assistant editor of the *New York Outlook*; there were stories by Canadian writers, book reviews—one of Goldwin Smith's 'United Kingdom', and it was illustrated liberally with borrowed plates."

"In my day," he recalled, "the Ontario public school system was the best in the world and Toronto was a miniature Oxford." But Professor Fairchild went to the United States for his graduate work (Wisconsin and Yale) and, like so many others, he did not return. He taught Shakespeare and literary criticism at Missouri for 42 years. Now living at Upland, California, he is proud of honours won by some of his former students. And when the sun is cruel he likes to tell his friends how, in another land and another century, he would flop backward and make an angel in the snow.

This summer's Joint Convocation was evidence of the friendship and growing co-operation between the two Anglican institutions federated with the University of Toronto

# *Trinity and Wycliffe*

D. R. G. OWEN

IT WAS UNUSUAL ENOUGH to have Convocation Hall filled to capacity in the middle of August. It was even odder that all those present were Anglicans. But what was unique about the event was that Trinity and Wycliffe Colleges were holding a Joint Convocation, and that the chief honorary graduand was none other than the Archbishop of Canterbury.

The date was August 19th last, and those who were in Toronto at that time cannot fail to recall that those were the days in which Toronto was swarming with Anglicans who had come from all parts of the world to attend the Anglican Congress.

The 995 delegates who attended represented 44,000,000 Anglicans organized in 18 autonomous regional Churches in 78 different countries.





The Most Reverend A. M. Ramsey, Archbishop of Canterbury, with the Reverend D. R. G. Owen, *left*, Provost of Trinity College and author of the accompanying article, and the Reverend Canon Leslie Hunt, Principal of Wycliffe College.

They spent ten days in discussion and debate, so frank, self-critical and hard-hitting that both the Church and the world were shaken into new appraisals of this elderly institution. It is safe to say that neither the Anglican Church nor the city of Toronto will ever be the same again.

Seventeen thousand people—the largest crowd ever to attend a function in the Maple Leaf Gardens—took part in the spectacular Opening Service. Each morning 2,000 persons jammed into the Canadian Room of the Royal York Hotel for the plenary sessions. In the afternoons delegates were divided into 40 discussion groups, which met in the Education Centre on College Street and in the Gerald Larkin Academic Building at Trinity College. In the evening various special events were held: music festivals, art shows, trips to the Shakespearean Theatre at Stratford and to Niagara Falls—and the Joint Convocation of Trinity and Wycliffe Colleges.

As everyone knows, Trinity and Wycliffe are the two Anglican Colleges that face each other across the same street in the heart of the University campus. The University of Trinity College was founded in 1852 by Bishop John Strachan who, a few years before, had been outraged when his King's College was transformed into the University of Toronto—an institution which he was accustomed to refer to as "that gorgeous temple of infidelity". In 1903 Trinity entered into federation with the University of Toronto, becoming one of the four

Colleges in the Faculty of Arts but retaining its own separate Faculty of Divinity.

In the meantime Wycliffe had been founded in 1877 as a Theological College, partly in protest against the alleged "High Church" teaching at Trinity. In the early years not only rivalry but considerable bitterness existed between the two Colleges, reflecting the sharpness of party strife in the Anglican Church at that time. What this argument was all about is not always clear to non-Anglicans unfamiliar with the peculiar history of the Church of England. This Church did not come into existence at the time of the Reformation. It had existed in the British Isles from at least the third century A.D. But at the time of the Reformation, it not only rejected the authority of the Pope in England but also came strongly under the influence of the Protestant reformers. Nevertheless, what emerged as a result of these upheavals was a Reformed Catholicism rather than a new Protestant denomination. The quarrel between "high" and "low" is really as to where the chief emphasis should be placed—on "Catholic" or on "Reformed".

What really happened in the sixteenth century in England was that the Catholics and the Protestants, who elsewhere had split apart and had become bitter enemies, were held together in one Church, with the resulting tensions that have continued down to the present time. The differences between the two groups within the

Anglican Church have to do not only with liturgical and ceremonial questions, but also with deeper issues such as the relative authority of the Bible and the Church, the interpretation of the sacraments and the priesthood, the meaning of conversion, justification by faith, and so on—in a word, the questions that generally separate Protestants and Catholics.

In the course of the great ecumenical conversations that have been taking place in this century, Christians of all allegiances have been drawing closer together. Similarly within the Anglican Church, the two versions of the Christian faith—the Catholic and the Protestant—have learnt to live together in charity and mutual understanding.

To return to the story of Trinity and Wycliffe, it was not until 1925 that Trinity finally moved from its original site on Queen Street West to its present location. A geographical accident (or was there some higher power at work?) placed the new Trinity building directly opposite its old familiar rival. In the years that have passed since then, proximity and other more important developments have led to the friendship and co-operation which culminated in the Joint Convocation of August 19th, 1963.

The Convocation was presided over jointly by the Provost of Trinity College, the Reverend D. R. G. Owen, and the Principal of Wycliffe College, the Reverend Canon Leslie Hunt. The degree of Doctor of Divinity (*honoris*

*causa*) was conferred upon the Most Reverend A. M. Ramsey, whose See of Canterbury is the most ancient in the Anglican communion, and on the Most Reverend Leslie W. Brown, who is Metropolitan of Uganda, the newest ecclesiastical province in the Church. Degrees were also conferred on the Presiding Bishop of the Protestant Episcopal Church in the United States, the Metropolitan of India, the Primate of Australia, and the Bishop of North Borneo, who is Chinese by birth and who has the rare distinction among Bishops of being a graduate of the Massachusetts Institute of Technology.

The Archbishop of Canterbury, in giving the Convocation address, stressed the paradoxical tension in theology today as it seeks to preserve the ancient truths of the Christian faith while at the same time remaining open to new knowledge. Referring to the years which he himself spent in the academic world, His Grace quoted from *Alice in Wonderland*: “Once I was a *real* turtle.” In conclusion the Archbishop apologized for having “loosed a swarm of bees from the archiepiscopal bonnet”.

The Joint Convocation, like the Anglican Congress itself, was both an important occasion and a popular success. If Bishop Strachan was observing the activities from a distance, he was no doubt delighted to see the city of Toronto in general, and the University of Toronto in particular, completely captured by the Anglican Church.

## THE QUIET DEATH OF INTERCOLLEGIATE BOXING

In 1961, boxing teams from only Varsity, Queen's and McGill took part in tournaments for universities in the Ontario-Quebec Association. Last year McGill hung up its gloves, leaving the field to Varsity and Queen's. This year there is no team from Queen's.

Injuries and lack of interest led to the Queen's decision. In '61 and '62 two of their boxers were severely hurt (concussion, facial fractures) and what could happen through mis-matching or poor condition was being demonstrated elsewhere. Their capacity audiences of ten years earlier had dwindled to a couple of dozen spectators. So few competitors were turning out that a share of the athletic budget could no longer be justified for boxing.

# On Boxing

C. G. M. GRIER

**B**OXING STANDS at the crossroads, says the Governor of Nevada. "The new crisis cannot be dismissed as another isolated attempt by the so-called do-gooders to abolish the sport. Nevada is the playground of America, and I hope through boxing championships and other important international competition to keep our State on top".

Over in Nigeria, where Lagos is a potential rival of Las Vegas, the governor-general, the regional prime ministers, government officials, and dignitaries from other nations, watched the demolition of Gene Fullmer by the lion-hearted Richard Tiger. Just before the fight Mr. Solomons, the promoter, had a traffic argument with a cow in the suburbs of the town. The cow it was that vanished from the world of sport. Gene stayed; to be

"slammed from one end of the ring to another, and staggered repeatedly. With his features a bloody mess from cuts around the eyes, he was on the verge of complete exhaustion when the one-sided bout ended".

In the minds of many the thing we now call boxing has no place in civilized society. Protest, mounting in volume and articulateness, is no isolated attempt. Should boxing be abolished? Is it demonstrably capable of reform? Can we restore it as a sport? Should we try?

Joseph Brown of the staff of Princeton University, who is not a do-gooder, has recently discussed the situation in the columns of the Philadelphia *Sunday Bulletin*. Writing shortly before the second Liston-Patterson fight—but disturbed by memories of the first and by the



"Pietà, 1944 A.D."

*Sculpture by Joseph Brown*

deaths of Benny Paret and Davey Moore—he declares that boxing as we know it cannot be defended morally; that it is both a symptom and a disease; but that it could be a game in the real sense. Failing that possible event, it should disappear.

Mr Brown is well qualified to deal with his subject. He is a bachelor of science in Education. He is a sculptor of international renown with the rank of professor in Princeton's School of Architecture. For 25 years he was boxing coach at Princeton. At the time of his appointment he was an undefeated professional light-weight fighter. I conclude that he is a sensitive man, but not soft.

Brown's targets are ineptitude, poor matching, brutality, the knock-out, injury, death, and Skid Row. Six of these symptoms are clear to

everyone; Skid Row lurks behind the scenes. An investigating committee of a State legislature once admitted that boxing is a "device which enables the underprivileged to improve their socio-economic status". Brown does not agree. In the current world catalogue of all divisions from heavyweight to bantam are the names of 110 rated fighters. Brown is deeply concerned about the army of has-been pros (soon to be joined by many who will never be listed among the select 110) who have been permitted to fade away, disillusioned and physically handicapped, into poverty and oblivion—the dupes of a meretricious "device" connived at by law and condoned by patrons. And I suspect that he also has at heart the forgotten merits of what was fleetingly a reputable and popular amateur sport in



Professor Joseph Brown, whose sculpture adorns these pages, began working his way through college as a professional fighter. He won nine bouts, four by knockout, before he retired, undefeated. He was Princeton's boxing coach for 25 years, then joined its School of Architecture.

C. G. M. Grier's description of Joseph Brown as "a sensitive man, but not soft" seems to fit its author too. His father, Sir Wylly Grier, made this sketch of him in 1915 when Crawford was cricket and hockey captain and played football for Upper Canada College. Deadlier games followed (Vimy Ridge and Passchendaele), then an Oxford M.A., 18 years as a headmaster, a colonelcy in World War II. Colonel Grier is the Director of Graduate Records for the University of Toronto.



which he was involved for a quarter of a century.

In his diagnosis Brown finds that, with the significant exception of the 10-second count, it is not the rules that are at fault. It is not the gloves, the ropes, or the referees. It is not even the protesting public's unholy trinity of vested interests, gamblers, and racketeers. It is a cross-section of society in which, together with you and me, can be found a goodly quota of sadists, sensationalists, romanticists, and gulls. In other words, it is boxing's insatiable following that is to blame—the millions of people of whom a majority don't want to see skill defeating violence, but prefer to watch violence drawing blood and pounding its way to a savage and exciting victory. These people, says Brown, "are the real mob that not only control boxing but keep it alive as we know it, the heavy bed of rot from which boxing blooms".

"It could be a game in the real sense." Brown offers two conditions. The first, technical, is tantamount to abolishing the knockout by reverting to a prize-ring law of the days of Mendoza which required a "time out" whenever a competitor was staggered or knocked down. The second, sociological, and infinitely more elusive in face of the prospect of the first, is a wholesale cleansing of the "bed of rot".

The conditions are admittedly severe. Time out! "Who," Brown asks himself, "would want to watch a fight under these conditions? Only those who know something about it

and are ready to sit through an entire card of bouts knowing that no one will be injured if anybody can help it and that no one will be counted out as he lies on the floor."

The bed of rot? Little hope for that reform even in Nigeria or Nevada. Boxing is big business (\$9,000,000 to support the next heavyweight world's championship? Madison Square Garden's annual cut of \$1,250,000 from TV for weekly fights) and as Brown implies, it would take both cash and courage to buy it out.

Historically and for the time being, the prize-ring is demonstrably incapable of reform. Better to abolish it. If that drives it underground, let it wait there, like nuclear testing, for the next step.

IN THE LIGHT of declining quality and interest, is there a case to be made for the support of amateur boxing whether as part of the educational programme, or for general participation, or at the level of Commonwealth Games, Pan-American Games, and Olympic Games?

Like Mr. Brown, the writer is a former undefeated pro. He was launched and retired simultaneously at the age of eight—a career which ended when a schoolmaster put in an appearance. The bout was stopped and, after some negotiation, a promised purse of fifty cents was divided between the two contestants. There the resemblance ends.

Looking back on somewhat later days I remember the winter after-



**THE  
SO-CALLED  
MANLY ART**

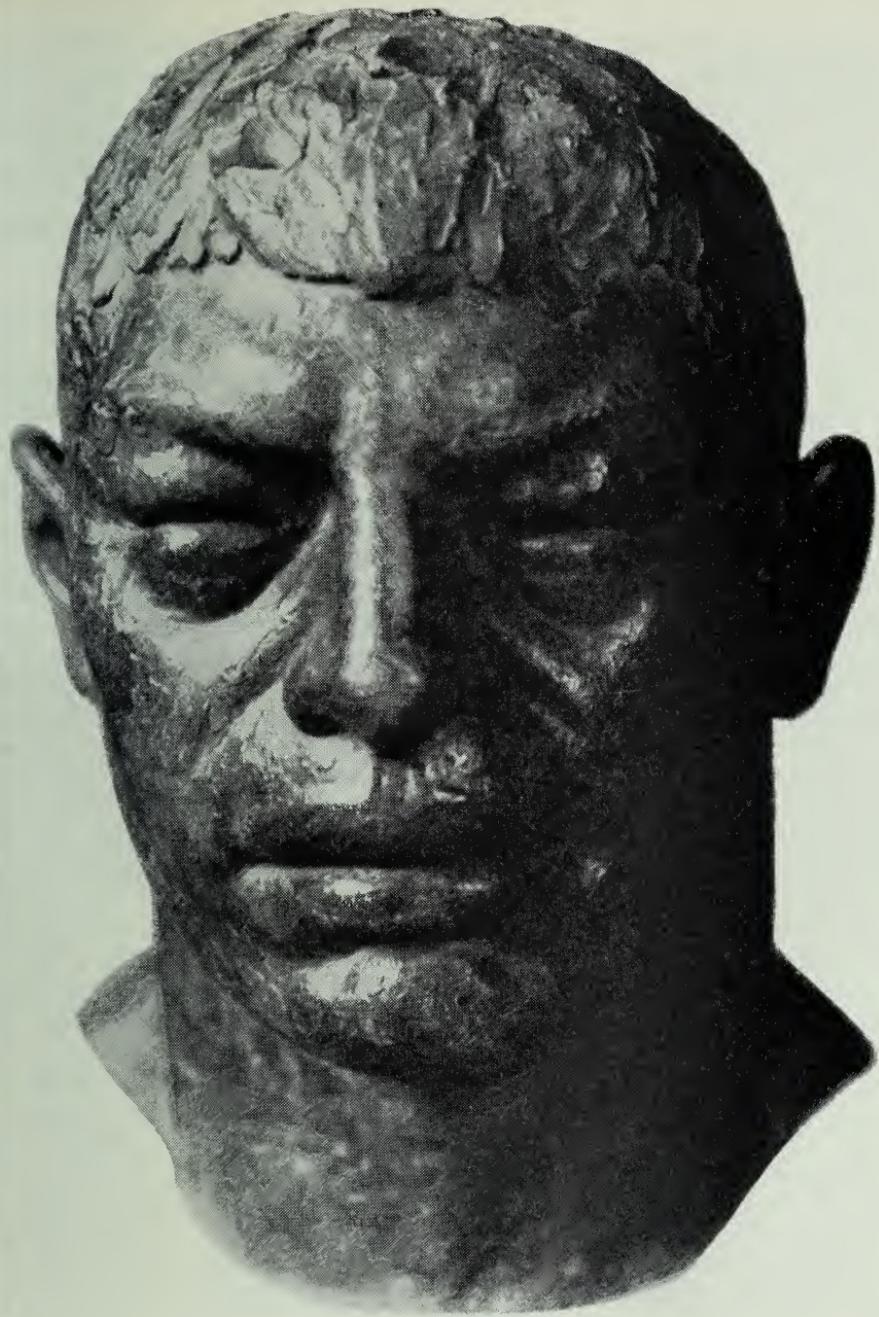
A story in clay  
and bronze by  
Joseph Brown,  
a sculptor who  
knows the taste  
of sweat, blood  
and leather

**Chapter I**  
*Top of this page*  
"Fighter"

**Chapter II**  
*Sketch at right*  
"Not-a-word"

**Chapter III**  
*The facing page*  
"The Winner"





noons at Upper Canada College where that impeccable amateur, the late A. L. Cochrane, taught us attack, defence, mobility, and pacing. It was good for our bodies, it tested (and perhaps developed) our endurance, it was good fun. Besides, it was a game that carried a certain amount of prestige. Because Scott, Thackeray, and Bulwer Lytton (but not Plato) were part of our reading no doubt we thought ourselves Corinthians.

I remember the annual tournaments where complete silence was the rule, a knockdown rare, and a knockout rarer still. Contestants were carefully seeded, and the entry of those who made no pretence to ability was politely declined. If a competitor went berserk and was swinging for the kill, the bout was halted: if he did not mend his ways, it was ended and declared no contest. But what I remember most distinctly was the occasional use of time out, applied precisely in the terms now recommended by Joseph Brown. Today there are no tournaments at U.C.C. What remains of the sport is practised solely at the level where only one's feelings can be hurt. You may count the schools where the real thing survives on the fingers of one hand.

I did not box at Varsity, and at my own university brief encounters with England's middleweight champion and a rising light heavyweight convinced me that I should stick to rowing. Later still, I sometimes found a seat in the bleachers that had to be brought into the Hart House gym to accommodate the watchers of an In-

tercollegiate—or even intramural—assault-at-arms. Today there is room for everyone around the ropes of the practice ring. Of the ten collegiate members of the Ontario-Quebec Athletic Association, only the University of Toronto now recognizes boxing as a major sport.

THE MARQUESS of Queensberry rules—which governed professional and amateur alike—were meant to put an end to brutality and take the mortal risk out of boxing. In practice, the operation of the 10-second rule, far from putting an end to brutality, has prolonged its life. Its corollaries, the use of gloves and the introduction of "judges", have not done much to help. Gloves, as every boxer knows, can inflict as much damage as bare knuckles; and the judicial faculty—which is not a common attribute of man—is peculiarly allergic to the pressures and excitement of the ring.

If a boxer can jar one of the vulnerable points of the jaw, he can produce a temporary blackout that will daze his opponent for at least ten seconds—often not much more. The practical effect of this is that a man dazed by a blow for any longer than ten seconds must either lose the fight or stagger to his feet to be knocked out or expose himself to being beaten into a state of general collapse. The physical effect of the dazing blow may be nil; but make no mistake about collapse. With a man at his mercy an excited fighter can do irreparable harm, most insidious (as we know but do not

admit) in permanent damage resulting from a prolonged attack on the head, especially when it takes the form of sustained sub-lethal blows that induce a chronic congestion of the brain through pinpoint hemorrhages. The cumulative effect of the 10-second rules has been that most boxers, experienced or otherwise, regardless of the risk—and often ignorant of it—decide in advance to take the verdict into their own hands and waste no time in exhibiting a skill for which they may get scant credit from referee, judges, or audience.

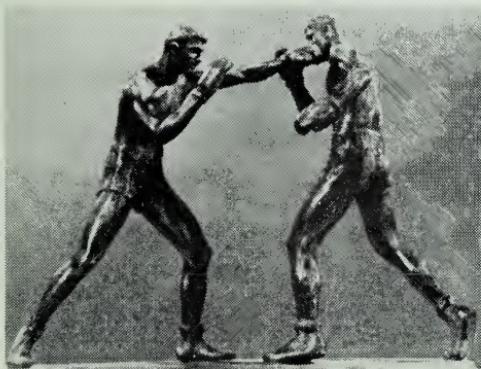
It is easy to be wise after the event. The almost total disappearance of boxing from the educational programmes of schools and universities can be justly traced to their failure to deal roughly with the contaminating influence of the opportunity offered by the 10-second rule, and to their willingness to allow the emphasis to be placed on team matches rather than on individual competition at certain weights. Permissive violence and the responsibility of winning for

your side are an ill-matched pair. Well, this breed of amateur boxing is evidently a sleeping dog. Better to let it lie until—if ever—time out can be employed to teach it manners.

### *The Missing Ingredient*

OF THE RANGE and status of the "general" amateur I know little except that he is honoured with small print by the daily press, and that his forum appears to be forsaken for the delights of wrestling. As for Olympus and other heights which are now shared by fair women and brave men, I recommend them to the good offices of one Cassius M. Clay, who has definite ideas:

"I'm gonna make my entrance surrounded by beautiful queens. I'll be wearing a crown like in Pharaoh's days. One queen will take the crown from my head and place it on a silken pillow. Another queen will help me out of my robe. The others will be rubbing me down with cocoa butter and manicuring my nails. That's what we need in boxing. Beautiful women."





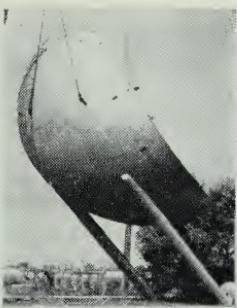
Under the five-year McLaughlin Plan—named for its creator, Varsity's Dean of Engineering—the University of Toronto will sharply increase the output of a scarce commodity: teachers for engineering schools across the country. In February the project began to roll, thanks to a mighty \$2,235,000-push from the Ford Foundation. About half of this will be spent on people (scholarships, staff) and half for “things”—graduate research

## Drawn, Quartered, Taken for a Ride



The great globe's steel skin, five-eighths of an inch thick, was cut into six sections by welders' torches—circular cap, circular collar, and four perpendicular pieces that looked like peelings from an enormous orange. The platforms, *above*, were for workmen who would cut from the north pole to the equator. From equator to south pole the men worked inside (*right*). RCAF fire-fighters stood by to protect their hangars “just in case”.

equipment, new quarters for Metallurgical Engineers, and integration of the wind tunnels and shock tubes that simulate conditions in the atmosphere and outer space. To achieve this last objective, Varsity's supersonic tunnel and 40-foot vacuum sphere were moved from Downsview Airport, *left*, to the new headquarters for the University's Institute for Aerospace Studies, two miles to the north.



## But Our Sphere Will Breathe Again

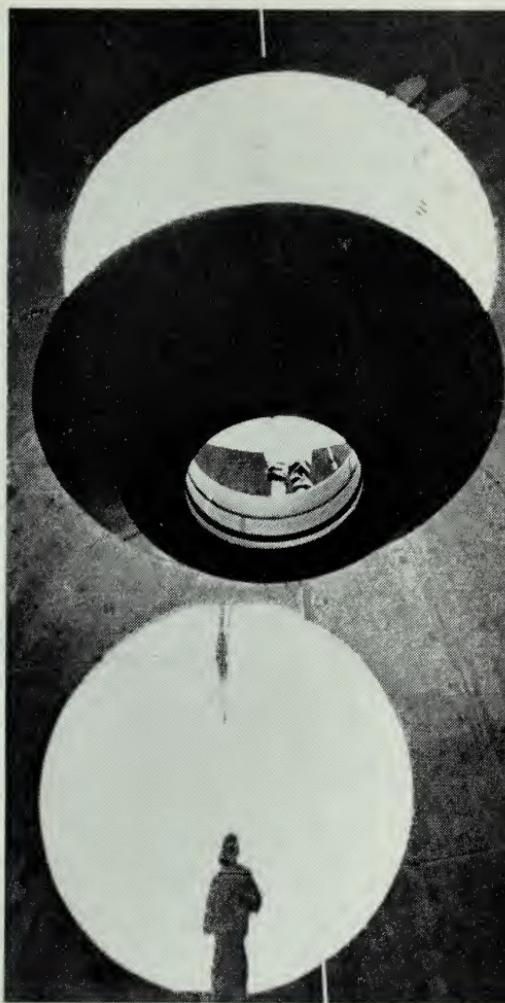




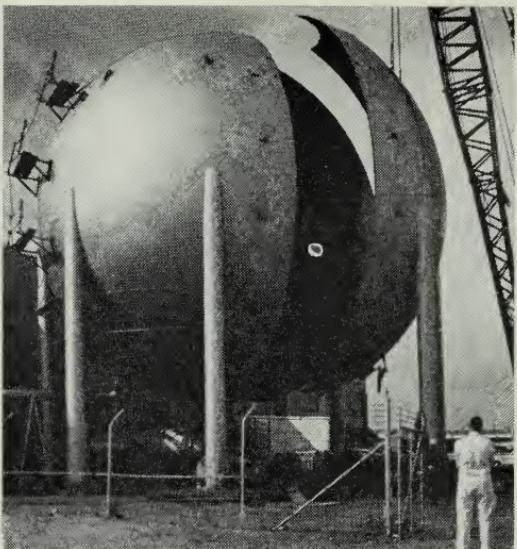
*Left:* The early-morning sun of September 6th streaks the face of a foreman who climbed into the sphere to inspect the cuts. Except for small joins that will be severed at the last moment, all is now ready for dis-assembly. *Right:* Up top, workmen hook the crane to the sphere's lid.



*Above:* Off comes the lid. *Below:* gentle persuasion frees the tight collar connecting sphere and wind-tunnel.



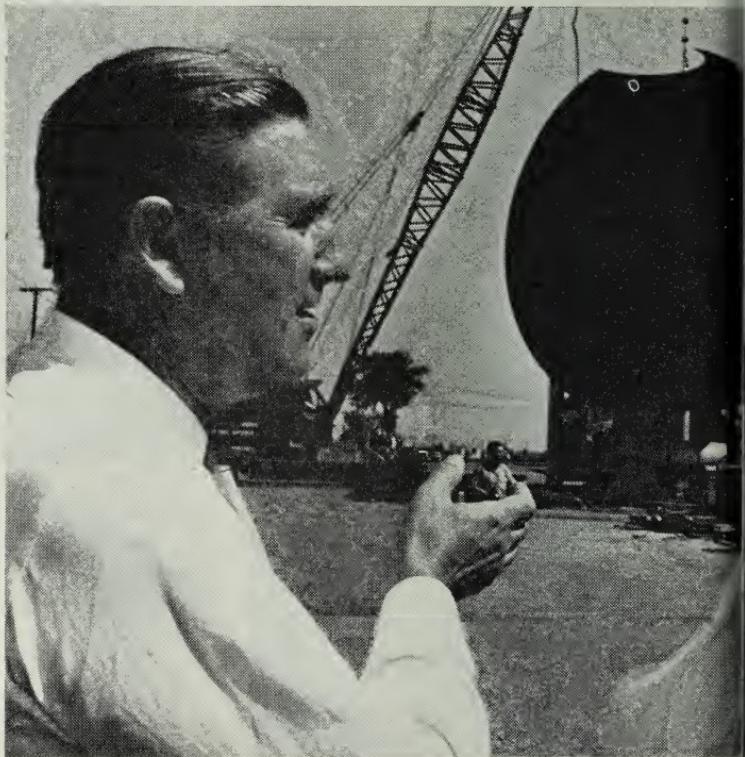
The bottom section is hoisted out. The sun, now high, helps our photographer, Bob Lansdale, with shadow of the crane operator's helper.



*Left:* Gently, the operator of the big crane lifts the first section away.

*Below:* Dr. Gordon Patterson, Director of the Institute for Aerospace Studies, looks in on the project. The "doll" he seems to be holding is a muscular steel-worker, fully grown.

*Right:* Men on the moon? High-riggers climb down from the final quarter after making the hoist secure.



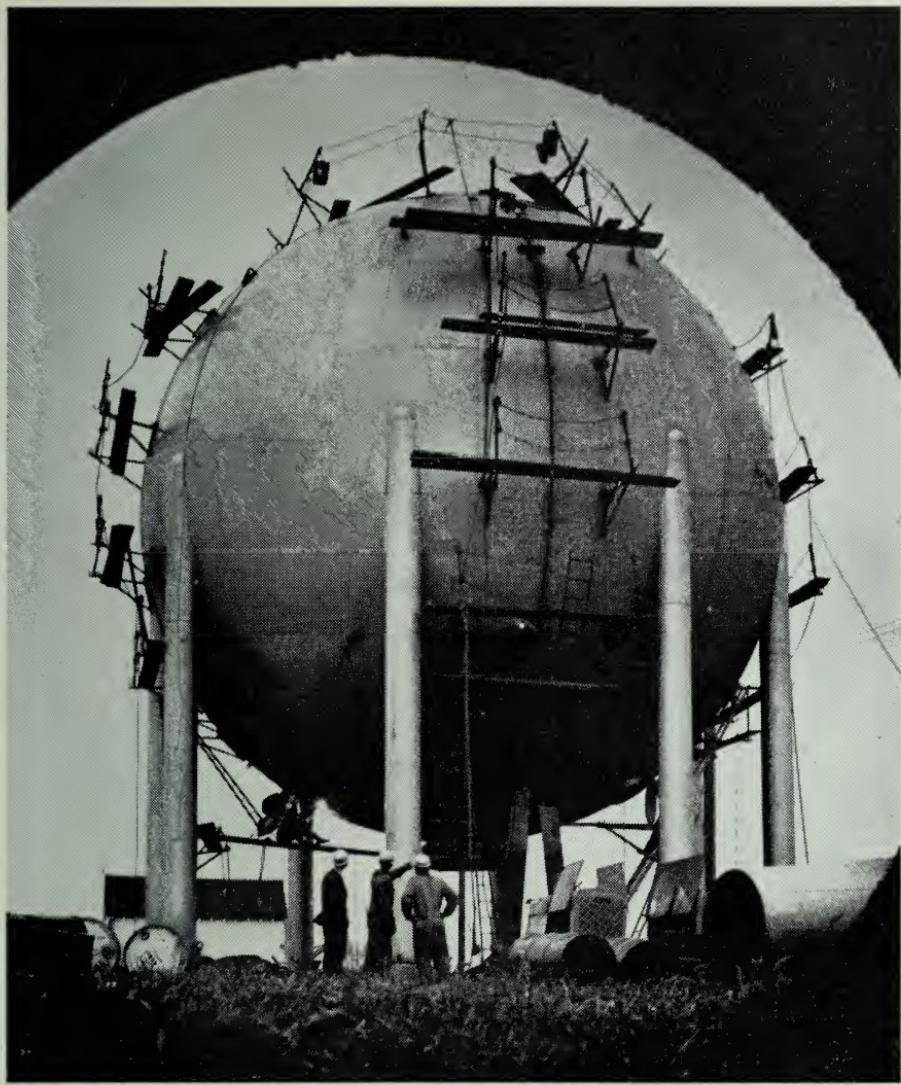




*Above:* At midnight, escorted by police, and by Hydro men armed with long poles to lift overhead wires out of the way, a truck convoy with long, wide, high loads leaves Downsview Airport. It took four hours to complete the two-mile move to Institute for Aerospace Studies at Dufferin and Steeles.

*Right:* Researchers at the Institute find it hard to keep their minds on gravity stabilization systems for satellites and other esoteric problems as the vacuum sphere is put together outside their windows. It will be joined to the supersonic tunnel which, in turn, will connect with a chamber in which gas can be heated to extreme pressure. When cocks are opened, the sphere will draw in its breath in one big and very noisy gulp, the gas screaming through the tunnel at thousands of miles an hour. Pictures taken in literally a millionth of a second will record the effect on models of aircraft and projectiles.





The globe is an entity again although months will be needed to get all of the precision apparatus working properly. "The move will enable us to fully utilize this equipment and give it the hour-to-hour supervision it needs," Dr. Patterson said. "We have closed an important gap—made more important by the current planning for supersonic passenger planes." Next year Dr. Patterson will be chairman when 800 space scientists come to Toronto for a symposium.



**SIX FROM VARSITY:** Hon. Paul Martin (St.M. '25, S.G.S. '28, LL.D. '52), Secretary of State for External Affairs; Rt. Hon. Lester B. Pearson (V. '19, LL.D. '45), Prime Minister of Canada; Hon. W. Ross Macdonald (U.C. '14), Government leader in the Senate. *Back row:* Hon. Paul Hellyer (U.C. '49), Minister of National Defence; Hon. Judy LaMarsh (V. '47), Minister of National Health and Welfare; Hon. Allan McEachen (S.G.S. '46), Minister of Labour.

Lester Pearson, Vic '19, takes the trail blazed by  
W. L. M. King, U.C. '95, and Arthur Meighen, U.C. '96

# Varsity's Third Prime Minister

VINCENT BLADEF

THE SERIOUS MAN on our cover and the relaxed man pictured on the facing page is, of course, the Right Honourable Lester Bowles Pearson, the Prime Minister—the third University of Toronto graduate to become Prime Minister in forty years. There is not much I could write that hasn't been written about his Civil Service career (recognized by this University with the degree of Doctor of Laws *honoris causa* in 1945), about his achievements as Secretary of State for External Affairs (recognized by the Nobel Peace Prize in 1957), or about his years as Leader of the Opposition. So I shall write instead about the University of Toronto's Pearson—Mike Pearson—student, teacher, and Chancellor of one of its Federated Universities.

Lester Pearson came to Victoria College in the fall of 1913: this was the year in which Chancellor Burwash retired and was succeeded by the Reverend R. P. Bowles (Lester's mother's first cousin) and in which Vincent Massey returned from Oxford to become Junior Dean of the College. Pearson lived in Room 9 in Gate House in the newly opened

residence, an early gift to the College from the Masseys.

In those days students wrote their examinations under pseudonyms not, as now, under numbers. Pearson's first year pseudonym was, inappropriately, Rabbit; in his second year it was Mica, prophetic of his informal re-christening in the R.C.A.F. as Mike; his final year pseudonym was Back. This was in 1919 for Mike had come back in 1918 from service with No. 4 General Hospital (University of Toronto) in Salonika, with the Fourth Reserve Battalion, Canadian Expeditionary Force, with the Royal Flying Corps and with the R.C.A.F. He graduated in History, second in second class honours: "I only managed that," he once quipped to some friends, "by indicating in every exam that I was a veteran." But Professor C. B. Sissons has found a paper in history on which he "managed" to secure a mark of 95. When he was installed as Chancellor of Victoria University Mr. Pearson made this comment on his undergraduate record: "I found myself with a reputation for college athletics. Just the same I plugged at my studies. Some things

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Dr. Bladen is Dean of the Faculty of Arts and Science

VARSITY

# GRADUATE

UNIVERSITY OF TORONTO

DECEMBER 1963



**SMITH**

THERE IS ONE POINT on which Grits and Tories agree: University of Toronto people make good Cabinet Ministers. It is just six years ago this month that the excellent *Life Magazine* photograph of President Sidney Smith, *above*, appeared on our cover—a farewell salute to the man chosen as Secretary of State for External Affairs by the Rt. Hon. John Diefenbaker. A year or so later, Mr. Diefenbaker made the cover himself when the University conferred on him its honorary LL.D. degree.

In addition to taking the University's President, Mr. Diefenbaker named ten Varsity Alumni to Cabinet posts during his years in office:

William J. Browne (Engineering '19), Minister without portfolio, 1957-60, Solicitor General, 1960-62.

Donald M. Fleming, U.C. '25 (with the Governor-General's medal), Law '30, Minister of Finance, 1957-62, Minister of Justice and Attorney General, 1962-63.

Howard C. Green, U.C. '15, Minister of Public Works and Government House Leader, 1957-59, Secretary of State for External Affairs, 1959-63.

George Hees, a student at U.C. 1931-33, Minister of Transport, 1957-60, Minister of Trade and Commerce, 1960-63.

J. Waldo Monteith, a student at Trinity, 1923-24, Minister of National Health and Welfare, 1957-63.

Richard A. Bell, U.C. '34, Minister of Citizenship and Immigration, 1962-63.

Walter Dinsdale, S.G.S., '51, Minister of Northern Affairs and Natural Resources, 1960-63.

G. Ernest Halpenny, Pharmacy '25, Minister without portfolio, 1960-62, Secretary of State, 1962-63.

M. Wallace McCutcheon, V '26, Minister without portfolio, 1962-63, Minister of Trade and Commerce, 1963.

David J. Walker, U.C. '28, Minister of Public Works, 1959-62.

may have come to me quickly but I did my share of homework always. I worked for everything I got."

There certainly was a basis for the athletic reputation: in his second year he had played rugby for Vic (along with Bill Blatz and Hal Bennett) but in his final year the College did not enter a team. He did play both basketball and hockey for the College in that year, and basketball for the University against the University of Western Ontario. *The Varsity* reporting the game said: "Pearson . . . injected a lot of pep into the team. Pearson is the type of hustling aggressive player a team needs." *The Varsity* also records a political revolution in the Union Literary Society in 1919: "At the eleventh hour the Democrats ignominiously withdrew their nominees and the Progressive Party swept into power without a shot being fired. Long live the government. The following are the newly returned officers: President, L. B. Pearson . . ."

Pearson was back again at the University in 1923 as a lecturer in the Department of History: back after a week in a law office in Toronto, a spell in the fertilizer division of Armour and Co. in Chicago, and two years at St. Johns College, Oxford, on a Massey Fellowship. At Oxford he read history; played rugby for his College, and played hockey and lacrosse for the University. He was a member of the Oxford hockey team which toured Europe at Christmas, 1921, scoring 87 goals in six games with only two scored by its opponents, a team which consisted of Canadians,

except for one American. Roly Michener was a member of this team. But it is not Oxford's Pearson of whom I write: that they think of him as theirs, too, is indicated by his election as an Honorary Fellow of St. Johns College and the award of the Doctorate of Civil Law by Oxford University.

Of the five years when Mike was a member of the University staff I write from personal memory. In those days we in political economy had offices in Baldwin House along with the department of History. The relations between the departments, strained in the Mavor period, had become cordial and for the younger members refreshing and fruitful. In those days Pearson lectured on English political history concentrating on the Cromwellian period. He was a particularly good tutor, able to produce a relaxed and friendly atmosphere in his groups without any loss of dignity or respect. As Don of Middle House he earned the reputation of being an "ideal" don, perhaps the best Burwash has ever had. He coached the Victoria team which won the Mulock Cup in 1923, became assistant coach of the Varsity team in 1924, and coached the Varsity Orphans for the next three years. His team came near to winning the ORFU title in 1927: they tied Balmy Beach (Canadian Senior Champions) at the beginning of the season, won all their other games, but lost in the final to Balmy Beach. Of his coaching in the 1926 season *Torontonensis* said "His earnest efforts were mainly responsible for moulding

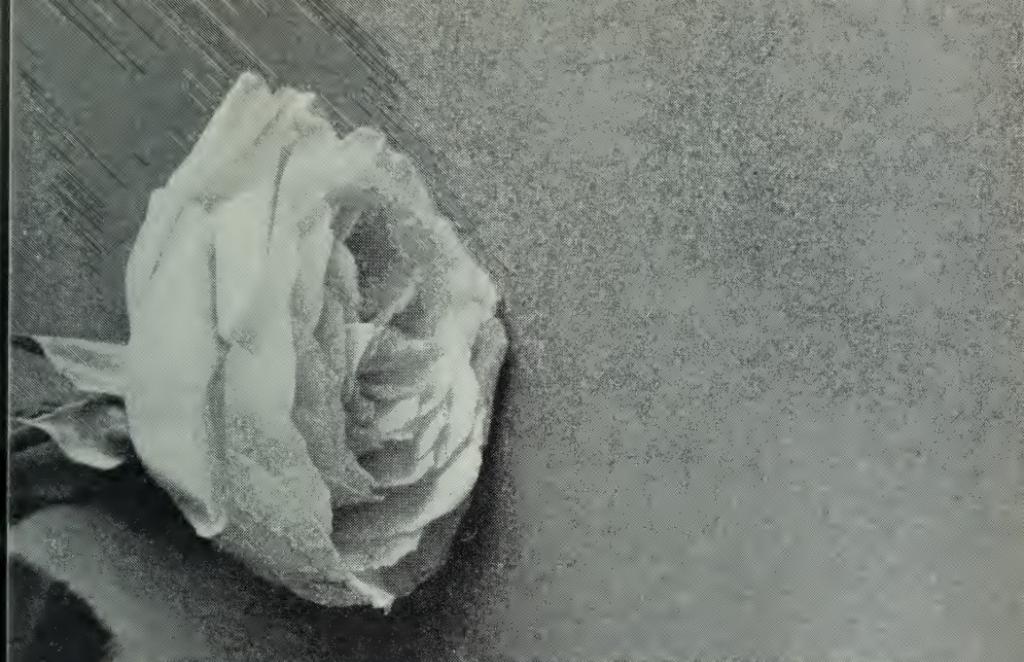
together such a smart aggregation from the rather doubtful material that he appeared to have early in the season."

In 1926-27 and in 1927-28 he coached the Varsity hockey team to the senior intercollegiate title and with Dr. W. A. Dafoe he coached the Varsity lacrosse team.

He had the good sense (I say this with special feeling) to marry one of his students, Maryon Moody and the family membership in the University was completed when Geoffrey Pearson graduated in Modern History and Patricia Pearson (Mrs. W. J. Hanna) graduated in the General Course.

In 1928 Pearson followed Hume Wrong to join O. D. Skelton in the Department of External Affairs. Since then he has been back only too rarely. He was back in 1945 to receive an Honorary LL.D. In 1949 he spoke at a Hart House Debate *against* the motion: "That Canada in the conduct of its external relations has become a satellite state"; his son spoke *for* the motion; the motion was defeated by 142-62. In 1952 he was installed as Chancellor of Victoria University, and in that capacity he conferred degrees in May of 1952, 1953 and 1955. In 1959 following his retirement as Chancellor he returned to receive an honorary degree from Victoria. But these were fleeting visits: in the literal sense he has not come back. Yet in a deeper sense he is still here for he is a member of the community of present and past students, present and past professors, which is the University in its timeless reality.





## The 4th Year of the White Rose of York

MURRAY G. ROSS

PRESIDENT OF YORK UNIVERSITY

**I**N THE DISTANT FUTURE, when the history of the new universities of this era is written, some scholar may do a comparative study of the University of York in England and York University in Canada. Both universities began at approximately the same time, and both were created (in part at least) to meet the same need—namely, to provide university places for the increasing number of young people seeking education.

One of the first differences that will be noted between these two universities is that England's York spent the 1960-63 period recruiting staff and planning and building curriculum,

only accepting students in the fall of 1963. Canada's York, on the other hand, accepted students immediately after its inception (three months after its first staff members were on the job) and graduated its first students in the spring of 1963—before England's York accepted its first students.

Which is the more effective way to begin a university? The answer to this question requires a perspective which is not now available to us. Suffice it to say that Lord James of Rusholme, Vice-Chancellor of the University of York, envies the progress that York in Canada has made, while we envy the time the University of York has had to build a solid foundation for future development.

On the surface, at least, Canada's York has made considerable progress. It began in 1960 with 72 students; today, it has over 1100 students studying for degrees, of whom 600 are enrolled in the evening college. Three years ago, York had a staff of 22; today, there are over 200 staff members, among whom are some of Canada's well-known scholars. In its first year of operation, York's budget was \$250,000; this year, its budget for current and capital expenses is close to \$10,000,000. During these three years, York in Canada has raised over one million dollars from private citizens and from foundations, and has plans for a major capital campaign in 1965. In some respects, the progress has been rapid and dramatic—movement not by a steady escalator but by express elevator!

There is not yet sufficient evidence

to suggest whether a new university should begin both to operate and to plan in its first year of existence. There is much to be said for England's setting aside a period of time for assembling staff, clarifying objectives, developing *esprit de corps*, etc., before assuming the all-absorbing task of teaching students.

Canada's York was, of course, tremendously helped in the beginning by its status as an affiliate of the University of Toronto. York was given aid and assistance by its sponsor which made it possible to move much more rapidly than if it had begun as an independent university.

York began in a building provided by the University of Toronto, it taught the University of Toronto curriculum, its staff and students used the University of Toronto Library, and its first students received the University of Toronto degree. The facilities and framework of a great university were thus available to York and made possible a rapid beginning.

Such progress as York has made must, however, be seen in the light of its objective. And this was not simply to provide additional university places, but to meet certain other relevant needs which existed, or seemed to exist, in the milieu in which York began. These were:

(1) *The need for a small residential undergraduate college.* Most universities in Canada are relatively large, and all are growing larger. There are few, if any, ranking colleges in Canada to compare with



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Swarthmore, Williams, Amherst, or many similar institutions in the United States. It was felt that Canada needed such a college, and that York might well provide for this need.

(2) *The need for an evening college to provide degree programmes for part-time students.* In recent years, there has developed an increasing desire on the part of adults on this continent to continue their education. This is felt most markedly in the large metropolitan areas. It seemed important in the planning of York to provide for such interests.

(3) *The most obvious need was simply for university places in great numbers.* All associated with York recognized that provision of a large multi-faculty university was required.

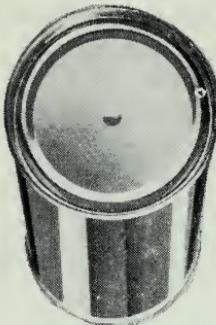
(4) *The need for a curriculum in which some emphasis on general education was provided.* The great movement in general education which took place in the United States in recent decades influenced new universities in Britain, but never gained wide acceptance in Canada. The success of the general education programme at Harvard, Columbia, Chicago, and other great universities in the United States led York to initiate such a curriculum in Canada.

To meet these four needs became the major goals of Canada's York. Now, after three years of operation, it may be appropriate to evaluate progress towards them, though it will be many years before it can be known how accurate was the appraisal of needs, or how effective were the plans made to meet them.

Physically, the small residential college is now nearly complete. A generous gift from the University of Toronto provided York with the E. R. Wood Estate, a beautiful 86-acre property in north-east Toronto. This campus, which now has a residence, a library, academic buildings, a field-house, playing fields, and administrative buildings, serves as the headquarters for the whole University. After 1965, however, it will seek to fulfil its role as a fine residential college. The campus requires only three additional residences to complete its construction programme.

The evening college was given generous support by a \$782,000-gift from the Atkinson Charitable Foundation, and the college has been named in honour of the late Joseph E. Atkinson. The evening college accepted its first students one year ago, and now has an enrolment of well over 600 degree students. Atkinson College will offer degree programmes only; its standard of work will be no less rigorous than that in the day programme.

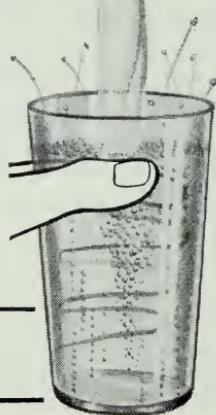
A year and a half was spent locating and securing property for York's large multi-faculty campus. Studies of population trends, traffic routes, and other considerations preceded the acquisition, through the generosity of the Provincial Government, of a 474-acre property in the north-west section of Metropolitan Toronto. As a basis of planning the large campus, two principles were adopted: (a) definition of function must precede design, and (b) no part could be



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built until the whole had been planned. This necessitated the development of a plan for the whole campus, for which specifications for all the functions to be performed in 1980 were carefully prepared. The completion of the Master Plan for the large campus took another year and a half of concentrated work, but the result is that we now have a full-scale model of the campus at it will be in 1980. Work on the first five buildings is underway, and the campus will be open to its first students in the fall of 1965. The present plan is to accommodate close to 7,000 students on this campus by 1970, and 15,000 students by the year 1980. The cost of this project alone is estimated to be \$100,000,000.

The past three years have also been a time for curriculum planning. Gradually the design for the new curriculum emerged and was agreed upon. This fall, York began for the first time to teach its own courses.

Very briefly, the curriculum requires all students during their first two years at York to take comprehensive courses in the Humanities, the Social Sciences, and the Natural Sciences. Thereafter, they may follow one of three streams: the ordinary programme (one additional year to qualify for a Bachelor of Arts degree); the General Honours Programme (in which the student may choose one of several areas of study for the final two years before taking his degree); and the Specialized Honours Programme (in which a student follows a highly concentrated

programme of study in philosophy, or psychology, or physics, etc., for two years).

The first courses in the Common First-Year programme (five courses required) now being offered to first-year students are:

1. The Roots of Western Culture (Humanities I);
2. Atoms, Molecules, and the Universe (Natural Science I), or Earth and Life (Natural Science II);
3. Man in Nature and Society (Social Science I), or Recent Trends in Western Civilization (Social Science II);
4. Modes of Reasoning, or Calculus;
5. English, or Language Other Than English (French, or Spanish, or Russian).

To return to the question of whether one should begin as quickly as York has done, I am convinced that there is wisdom in the saying "Before you can expand a university, you must have a university". If one wishes to expand rapidly, it may well be necessary to acquire a base of experience from which to do so.

In any case, we have put together a university rather quickly, and, in so doing, we have been gaining experience essential to its operation and expansion. We have been learning how to recruit, register, teach, and graduate students—and if you think there is only one way to do each of these things, I would refer you to the many and varied practices followed by universities all over the world. We

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have also been learning how to recruit faculty members, how to allot responsibilities, how to develop a team and an organization and a common purpose. We have been learning how to plan a campus, how to plan buildings, how to build buildings. We are trying to learn how to raise money to do the job we have before us—and this skill we hope to learn quickly, for so much depends on our success in this area!

There has been some criticism of York's plans, as being too ambitious, and too complex. The task of developing, within ten years, a university for 7,000 students (a university the size of Queen's, McMaster, and Carleton combined) could never be considered a simple task. But York has undertaken to build, in ten years, not one, but, in effect, three universities—or at least one university and two colleges! It is true that this is a difficult project. Yet I believe that, in the long run, York's complex plan will more than justify the initial effort to implement it. The three parts of York University are designed so that each will meet a real and distinctive educational need in the community. In gradually meeting these needs, each part of the University will develop its own character and support.

These are turbulent days in higher education—and particularly so for new universities which have to improvise traditions. At York we must expect a stormy passage! But the voyage is an essential one; we can only pray for strength and support equal to the task.



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## Raising the Potential

(Continued from page 10)

Canada because they will be better informed and broadened intellectually as the result of their academic year. We also hope that there will be an indirect benefit in that their quality will be disseminated among their colleagues as the years go by. In other words, I am looking for a multiplier effect."

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# A Man Has Time to Think

WILLIAM GOLD

**A** QUICK, inclusive definition of the Southam Fellowships has eluded this particular Southam Fellow for many months.

To begin with, the months spent during the Fellowship's tenure form an intensely personal experience. Thus, unfairly, only brief mention can be made of three more distinguished colleagues.

At the time of application, Stephen G. Franklin, 39, of Vancouver, was Western Bureau Chief for *Weekend Magazine*, an English-born Royal Navy veteran with more than 15 years of journalism behind him.

He established a temporary family home, re-located three children in new schools, and settled down to a detailed and exhaustive study of Canadians and Canadiana.

His starting question was "why don't Canadians honor their heroes?" and he devoted countless library hours to finding out who those heroes were, what they did, and how they did it in all phases of Canadian life down through the years. The diet of the printed page was enriched by a fourth-year course in early Ontario history.

Andrew W. MacFarlane, 34, of Toronto, a daily columnist in the *Telegram*, was one of Canada's most-decorated newspapermen in the form of two National Newspaper Awards and a Bowater Award.

For university buffs who like drawing conclusions, it should be mentioned that his general B.A. from the University of Toronto was the only university degree in the foursome.

---

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Interest in people and the way they govern themselves led to courses in sociology and political science.

Claude Tessier, 30, was the only bachelor. He covered the provincial parliament and government for Quebec City's *Le Soleil* and *L'Evenement Journal*. Fascination with the momentous stirrings within his own province, and their relationship with the rest of Canada, led to courses in French-Canadian nationalism, political science, and economics.

He was confronted by the most profound change of environment of any of the Fellows and, augmenting text and lecture with camera and tape recorder, placed English Canada itself on the curriculum.

The writer was 25 years old, and an editorial writer for the *Calgary Herald*, which is a division of the Southam Company. I was the only Southam man among the winners.

The fellowship application form asks what the would-be student would study if given the chance. The reply from Calgary revealed an abiding interest in the practice and history of Canadian politics, a similar but lesser enchantment with the United States, and a hope that the utter mystery of economics could be at least partially solved.

I decided on first-year economics, two fourth-year histories (The American Progressive Tradition, The Canadian Party System from 1867) and a graduate political science seminar (Modern Canadian Government).

In the beginning, heedless of reasoned academic advice against



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over-loading and flexing intellectual muscles that proved not to exist, I enrolled in a third-year philosophy course. That didn't last long.

For the first crop of Southam Fellows a designation new to the university's history was adopted—Fellows-at-large. It is as compact a way as any to describe our complete freedom: freedom to take whatever courses we wanted; to opt in, to drop out. The wide range of the university was ours; all we had to provide was the curiosity.

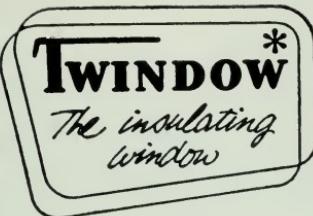
The Southam place in the scheme of things complemented this freedom. If it seemed to suit our convenience, someone decided we were staff members, and treasured honorary memberships in the Faculty Club and the senior common rooms of University and Trinity Colleges followed.

As far as the Library was concerned, we were Visitors with "special privileges as graduate students".

And we were issued Admit-to-Lecture cards that could be used as evidence in buying tickets to entertainments at the students' half-price.

Despite pleasant memories of luncheons with the President of the University and the Dean of Arts and Science, there was fear, in this mind at least, that the people who did the actual teaching might be a little dubious about accepting an untutored newspaperman into an honours class where the outcome was vitally important to the regular student. The fear was unfounded.

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ten hours a week) tends to be a little like the top of the iceberg that shows above water. The first ingredient of the unseen and hard-to-define part of the year is the reading associated with the actual courses themselves. For the most part, this was not work at all, but a pleasure enhanced by the fact that the Southam Fellow may linger where he chooses. If the election of 1911 interests him he can explore it thoroughly and let the rest of the class pass him by. The chap on his right who wants to be a history teacher must either expand an already-long reading day or else drop 1911 and start getting ready for the Union government of next week's seminar.

The second ingredient also involves reading; that sort of general, worthwhile reading that the working man intends to do but never gets around to. To me, perhaps the fullest expression of the year's freedom lay in putting around in the stacks of the University Library for an hour or so in the morning in the knowledge that, when I found the book that most intrigued me, I could immediately go and read it, from one end to the other, without a conflicting demand on my time.

The third ingredient is in the field of human relations. My limited contact with the first-year students seemed quite successful. The same applied to the much closer relationship with the graduate students. But with the fourth-year students, just four or five years younger, the year began with a considerable gulf be-

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tween my ideas and thought, and theirs.

The end of the year was approaching before any sort of rapport was achieved. Within the range of my experience, the iconoclasm and idealism of the undergraduate was best represented by this group. To these young men, who understood and desired success, but who were not yet prepared to make the compromises necessary to attain it, I owe a great deal.

The fourth ingredient grew out of the third. To a newspaperman, a newspaper is believed to be good because other newspapermen say so. It comes as something of a shock to land in a community in which the editorials and the politics are read with interest and perception, and where the criticism tends to be enlightened.

The patient little lectures delivered over the phone to irate subscribers won't suffice in the face of a professor who recalls the particulars of every election since Confederation.

The fifth ingredient is the city of Toronto itself. My wife and I went to the Grey Cup Game, to "Beyond the Fringe" and "Oliver!", to the National Ballet and "Spring Thaw", and cheered when Ed Mirvish renewed the life of the Royal Alex.

The sixth ingredient consists of the distractions—among them, newspapers. I read the three Toronto dailies and my own every day.

More than anything else, what the Fellowship meant to me was time to think.



There is sweet music here that softer falls  
Than petals from blown roses on the grass

... *The Lotos-Eaters, Tennyson*

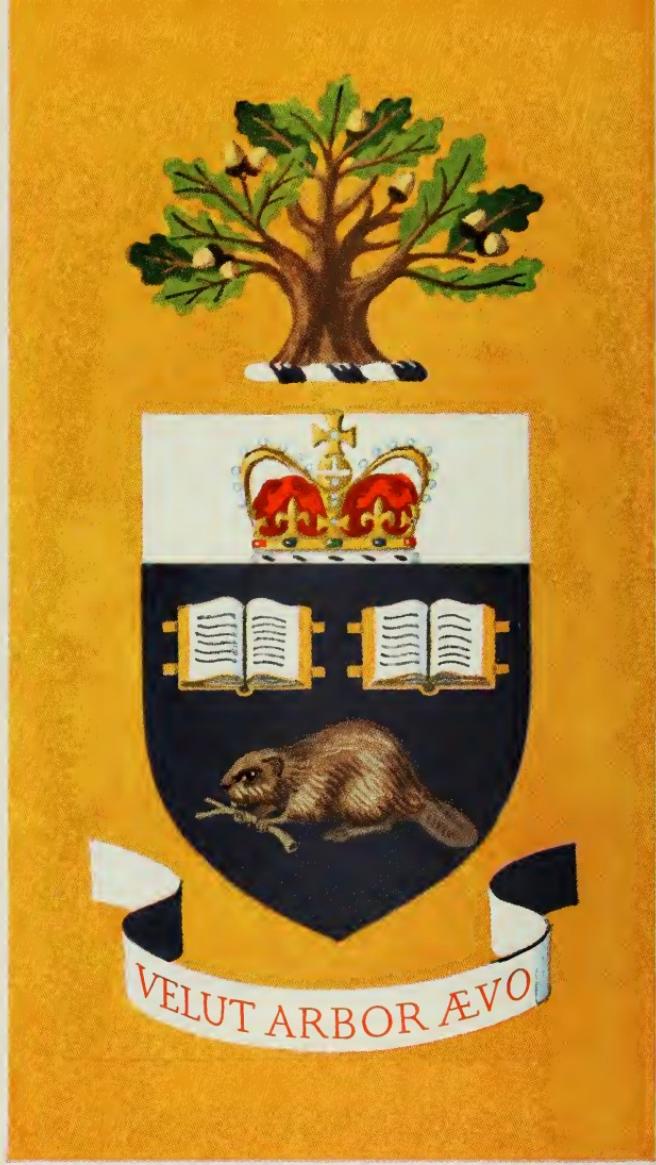
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## THE MAN ON THE COVER:

DR. WILLIAM ELGIN SWINTON is Director of the Royal Ontario Museum, University of Toronto. He is also one of the world's best known authorities on the creatures which posture behind him in stone at R.O.M.'s main entrance. (Among his more intriguing discoveries: cancer, often termed a disease of civilization, afflicted animals 80 million years ago.)

*The Dinosaurs*, published by Dr. Swinton in 1934, was the first book devoted entirely to this subject. Since then his writings have grown to 18 volumes and more than 200 scientific and popular articles. His work has carried him to the Arctic and to India, to the badlands of Alberta and the Karroo of South Africa. In 1959 he delivered a Darwin Memorial Address at the U.S.S.R. Academy of Sciences, on the 100th anniversary of publication of *The Origin of Species*. His last Christmas holidays were spent in Cleveland as one of two guests at the annual meeting of the 90,000-member American Association for the Advancement of Science.

Dr. Swinton has worked hard and well to popularize science and to bridge the gap between it and the humanities. He is an accomplished lecturer, a prolific writer for all age levels, a frequent radio and tv performer. But his primary tool has been the museum. In 1925 he became one of the first in a new generation of scientists at the British Museum, rising to Principal Scientific Officer and curator of fossil amphibians, reptiles and birds; he also served as Training Officer. Dr. Swinton came to Toronto in 1961 as head of the R.O.M.'s Life Sciences Division, with cross-appointments as full professor in the departments of zoology and geological science. He was appointed Director last year.

Other data: Born in Kirkcaldy, Scotland, 1900. Graduate of University of Glasgow (B.Sc. 1922, Ph.D. 1930). Fellow of the Royal Society of Edinburgh. Wartime service in the Intelligence Division of the Royal Navy. Past President, Museums Association (British). On departure for Canada, was Honorary Secretary of the British Association for the Advancement of Science. Fellow and member of many other societies.

*Photograph by Ken Bell*

(See also pages 12 to 17)

# REPORT OF THE PRESIDENT

*To the Governors and the Senate of the University of Toronto*

In recent months the dialogue about university enrolments has received much attention, as befits an important public issue. One fact, however, has been somewhat obscured, and that is that the Province of Ontario is in a strong position to meet new demands on higher education largely because the universities of the Province recognized the nature of the problem many years ago and began to prepare for it. The recognition and the preparation began long before there was any deep response from government and society. All Canadian universities issued warnings about the coming increase in numbers; academic voices cried in the wilderness on this topic for many years. For example, Dr. Sidney Smith, in his first report as President of this University (1945-6) pointed out that university registration would not revert to pre-war levels after the veterans had graduated, and he reiterated this warning in almost every subsequent report; in 1952 he referred to the increase in potential students that could be predicted from the birth rate, and he wrote: "This number will increase slowly until 1964, and rapidly thereafter." National concern was not dramatically aroused until Dr. E. F. Sheffield's famous report of 1955. In 1956, when I was asked to review the planning programmes of the Canadian universities before a meeting of the National Conference of Canadian Universities, many planning committees had been in action for a considerable time. There was universal realism about the size of the problem, and universal determination that it must be solved, as far as it lay in the universities' power to do so. There was a desire to improve admission procedures, but there was no belief that the impending crisis of 1965 should, or could, be alleviated by progressively raising admission requirements. I said at the time that "even with a more elaborate system of selection, the numbers, far from being decreased, may well be increased; for selection is a positive principle, and it operates not merely to turn down the misfit but to uncover the fit who would,

under ordinary circumstances, not go on to university."

Here at Toronto an academic group under the chairmanship of Professor Gilbert Robinson produced the Plateau Committee Report for the Senate of the University. This committee examined the over-all provincial needs, and made projections of the Ontario student population, and it also studied the projections being prepared by the Ontario Government for the Gordon Commission. (Both sets of figures are now ludicrously outdated.) The committee gauged the pressures that would result from the growth of this metropolitan area, and recommended a doubling of this university's enrolment, the establishment of two new colleges on campus, and the immediate establishment of one or more new colleges on the outskirts of the metropolitan area. That report appeared on June 5th, 1956. The Board of Governors took immediate action to arrange for the expropriation of the land west of St. George Street, and set up the Advisory Planning Committee to determine the physical shape of the larger institution.

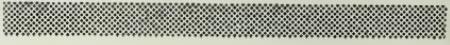
I have referred specifically to Toronto, where the sense of crisis was sharpened by the exceptional rate of population increase in the metropolitan area, but in point of fact the coming "wave" of students has been the deep concern of every university. The pattern that has been generally followed is a careful assessment of the probable demands that will be made on the institution, and meticulous and flexible long-range planning. We have

pressed for additional federal support; many of us have had campaigns for capital funds. Now that the full impact of the expansion of higher education is beginning to be felt, and the need for heroic measures is taken for granted, it is easy to forget the crucial role played by the universities during those years when their voices were largely unheard beyond their own halls. It would be indeed ironical if they were to be blamed for lack of foresight when, in fact, they anticipated, predicted, and analyzed the coming crisis of numbers. And it would be a bitter irony indeed if the quantitative crisis were to be used as an excuse for subverting the integrity of the universities' undertakings to the expediency of the moment.

Two further, and contradictory, accusations have been levelled at the universities. The first is that they have wanted to monopolize post-secondary education and have retarded the development of other institutions such as institutes of technology. The second is that they are seeking to shirk their responsibilities by diverting large numbers of students into those same institutes. Actually, the attitude of the



*The universities anticipated, predicted, analyzed and planned for the coming crisis but their warnings were largely unheard.*



## *The plan for transfers of good students to universities from the proposed colleges geared to the needs of local communities*

Ontario universities was clearly stated in the first report of the presidents to the Advisory Committee on University Affairs<sup>1</sup> and was reiterated and expanded in the supplementary report.<sup>2</sup> We recommended a greatly increased expansion of institutes of technology, and the development of some of them into colleges of advanced technology; we welcomed the new status of Ryerson as an independent institution; we pointed to the wider spectrum of careers that require training beyond the high school—some already pioneered at Ryerson, others virtually untouched as yet in the educational system; we suggested the widespread development of colleges of technology and applied arts that would be geared to the needs of local communities. We did not recommend any adaptation of the American junior college, because with the existing shortage of appropriate staff we believed that this would give the illusion of higher education without the reality. But there would not be a closed door between the colleges of technology and applied arts and other institutions of higher learning: “arrangements for transfers of very good

students from these colleges either to the Provincial Institutes of Technology or to the universities might well be worked out as experience develops.”<sup>3</sup>

Not a word in either of those reports can be taken to mean that the universities hoped to evade their responsibilities to the students who are capable and desirous of doing university work. Our minimum basis for calculating future university enrolment was that the present percentage of Grade 13 enrolment proceeding to university (50 per cent) would continue; our maximum basis was that it would increase to 60 per cent. The former supposition would mean that the percentage of the 18–21 year age group at university will increase from 9.36 per cent (1961–2) to 19.19 per cent (1971–72); on the latter supposition it will increase to 22.9 per cent. Our calculations assumed no raising of the present admission requirements. (Incidentally, in spite of the popular mythology, the minimum requirements for admission to this university have not been raised since 1955.) We pointed out that both universities and other post-secondary institutions would have to be greatly expanded. We stated specifically in the first report (p. 13) that the development of other post-secondary

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<sup>1</sup>*Post-Secondary Education in Ontario 1962–1970* (May, 1962, rev. January, 1963)

<sup>2</sup>*The Structure of Post-Secondary Education in Ontario* (June, 1963)

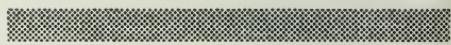
<sup>3</sup>*ibid.*, page 28

institutions would not affect the universities' problem to any noticeable extent whatever.

Certainly we have been anxious to preserve the nature of the academic community with its dual functions of teaching and research. Certainly we have been anxious to preserve the autonomy which, to their everlasting credit, the provincial and federal governments have always respected in the years since the turn of the century, and without which our best scholars would be lost to us and our whole undertaking would be vitiated. What the so-called "standoffishness" of the universities really amounts to is a burning determination to ensure that when the students ask for bread we do not give them a stone.

I THINK that it ought to be recognized that there are forces in Canada that would welcome—certainly not oppose—the collectivization of universities. A national suspicion of intellectual activity finds in universities an institutional scapegoat, and a crude egalitarianism leads to confusion between equality of opportunity, which is a basic principle of democracy, and variety of aptitude, which is an inexpugnable fact of human nature. It is important, therefore, for universities to clarify their role, and show why a high degree of autonomy is so basic to their existence. Autonomy is not based upon privilege, but upon an obligation arising out of the nature of universities. The analogy between the individual scholar and the university is instructive. The university teacher

must first of all undergo a rigorous preparation and a long apprenticeship, before he is admitted into the community of scholars; but once admitted, he is given complete freedom to pursue an idea or a fact wherever it leads him. The university community is made up of these scholars, who are joined by laymen with an interest in higher education and with expertise in the practical affairs of administration and finance; students are admitted as probationary members, and become members for life when they have earned the university's degree. The university thus makes up a corporate whole, and can draw upon a formidable reservoir of experience and knowledge. The university is not, like the school, largely a creation of the nineteenth century; its origins go back deep into the mediaeval period, and each university, irrespective of the date of its foundation, falls heir to a long tradition. The essence of that tradition is the responsibility to create knowledge as well as disseminate it. From this central concept come the assumptions that a member of the university staff should be both teacher and scholar, concerned not only with



*Universities' "standoffishness" is based on their determination that when a student asks them for bread he won't get a stone*



*Ontario has long recognized the academic freedoms and the need for universities to participate centrally in making decisions*

passing on known knowledge but also with expanding that knowledge, and that the university owes its allegiance not merely to community and nation, but to the world. From this concept, too, the distinctive nature of the profession of university teaching is derived: we might describe it as intellectual portability, the universal recognition of academic talent and the consequent demand for it on an international market.

In a speech delivered at the convocation of the University of Buffalo, a traditionally private institution recently incorporated into the state system, I suggested that there were four basic academic freedoms: the freedom of the university to determine who shall be taught, the freedom to determine what shall be taught, the freedom to determine who shall teach, and the freedom to distribute its financial resources as it sees fit. I did not suggest that these are absolute freedoms in the sense that the university should refuse to discuss any of these matters with outside bodies; I simply said that the university must never abdicate its right to participate centrally in making the final decisions.

If anything, this is a modest statement. The Robbins Report, for instance, so constantly pertinent to the Ontario situation, lists five freedoms: "Freedom of appointment, freedom to determine curricula and standards, freedom of admissions, freedom to determine the balance between teaching and research, and freedom to determine the shape of development". The Robbins Report emphasizes too that these are not absolute, unqualified freedoms; one is not asking for a license to act in disregard of social needs. What freedom amounts to is a recognition that in all these matters the universities speak from long experience and considered thought, that they therefore speak with authority, and that unilateral action that runs counter to their policy is wrong and ultimately bad for both the university and society.

WE IN ONTARIO have had a splendid tradition of non-interference by government in the affairs of universities. We have been more fortunate than some jurisdictions, in that our successive governments have supported universities without attempting to control them, realizing that support is essential to their existence and freedom is essential to their integrity. As the interdependence between universities and government becomes greater, the universities' relationships with government become more complex. This has already happened in many parts of the world where universities need an increasing share of public revenue and society needs in-

creasing services from the universities. Because of the thinness of our urban culture, this country has been dependent to a greater extent than most other countries in the western hemisphere on the strength and vitality of its universities to provide that element of objective criticism, that encouragement of innovation, without which society goes dead. At the same time, it is especially important for us to eschew centralized control and the deadly manifestations of the production-line syndrome, because we have no genuine private universities—that is, universities with an endowment of such commanding proportions that they can, in effect, become little kingdoms of the mind against which all attacks falter and collapse.

The basic problem is to reconcile the control which a responsible government must exercise over the expenditure of public funds with the autonomy that is essential to universities. The successful solutions in democratic societies have one thing in common, though the nomenclature varies: it is an application of the "crown corporation" mechanism, the creation by the government of a semi-independent body with real powers of policy-making, co-ordination and direction of university development, and with effective university representation. The Advisory Committee on University Affairs has been a useful intermediate stage, and has worked with the Committee of Presidents in the establishment of several co-ordinated programmes, but it appears likely that a stronger and more

representative body will be needed in the near future. It would be folly not to plan for a cohesive and efficient development of higher education on a provincial base. But such planning, with its attendant controls, should carry the universities' support, and should always be sensitive to academic freedom.

UNIVERSITIES are alleged to be conservative bodies, doggedly dedicated to the status quo. It is true that they do not move precipitately; they have a meticulous concern for the niceties of democratic procedure, and a belief in the moral necessity of achieving a consensus. But once the nature of a crisis is fully grasped, they can move with speed. The Committee of Presidents of the Ontario universities, as I mentioned in my report last year, prepared and submitted their first report to the Advisory Committee in six weeks' time. Since then they have produced a supplementary report, compiled and analyzed a large corpus of information for the use of the Advisory Committee, and initiated studies on specially urgent needs for university-trained personnel in certain

*The basic problem is how best to reconcile the Government's control of public funds with autonomy of the universities*

*The acumen of senior business executives on governing boards has proved of particular value in a year of intense activity*

fields, and on measures of co-ordination of admission procedures. Simultaneously, each university has been deeply involved in planning for its own particular role. This has involved both academic and lay members of the community, since plans for physical development and forecasts of financial needs are scrutinized by governing bodies. The acumen of the senior business executives on governing boards has been of particular value. I do not suppose there has ever been a time when the advice and support of the lay members of the university was more necessary. Their financial horizons have not been so austere circumscribed as those of most academic personnel; they are adept at distinguishing true economy from false economy; and I am beginning to believe that some of the economies that the universities have pointed to with pride, such as the extraordinarily low percentage of their funds that are spent for administrative purposes, may not be true economies. It has been considered a shocking idea for professors to have secretaries; perhaps we should be more shocked at their devoting hours needed for

teaching and research to secretarial duties.

A catalogue of the main innovations of the year on this one campus illustrates the intense activity that is taking place. We have laid the foundations for two new colleges—Scarborough and Erindale; launched a third—Massey College—and developed a fourth—New College. We have formed five new Centres where the resources of the University may be concentrated on special scholarly areas: Russian and East European Studies, Linguistics, Mediaeval Studies, Culture and Technology, and Criminology; and, in conjunction with the University of Strasbourg, we have established a Toronto Centre abroad for students in Modern Languages. We have initiated and carried through to a successful conclusion the establishment of a new degree in the School of Graduate Studies, the M.Phil.—new for this University and for this continent. We have continued to add to the scope and variety of our academic offerings during the summer, and have completed arrangements for the introduction of senior graduate courses. We are looking critically at our examination system, which has become grossly distended; a radical slimming-down process is necessary, perhaps even to the extent of doing away entirely with final examinations in the third year of the honour courses. We are planning for the accelerated development of library resources made possible by the Ontario Government's special subvention for graduate studies. Finally, like

all Ontario universities, we have been constantly concerned with admission policy. During the last few years there has been a steady movement away from the requiring of specified standing in obligatory subjects and more emphasis on general competence. We are attempting to improve and extend the system of provisional admissions that was introduced in the year under review.

I think it is of the utmost importance that the university community feel the need these days for united and cohesive action; and by the university community I mean not only the teachers, but the students, the alumni, the members of boards, and friends throughout society. Even if it were possible, I am not advocating the submergence of those sharp debates that make a university a cheerful example of dangerous living. But I hope it will be possible to avoid those devil-angel theories of administrators versus teachers, or of lay governors versus academics—theories that are sometimes espoused by scholars who would be horrified to find such soft generalizations in their students' essays. Ours is a great responsibility, a frightening task, a magnificent opportunity. To succeed will require the concerted efforts of all the estates in the university community.

report submitted by the Presidents of the Ontario universities, in which they had made the point that no expansion programme could hope to succeed without a concentrated effort to increase the number of university teachers. This could best be done by awarding fellowships to graduates with a better than average standing who were prepared to go on into graduate schools in Ontario with the expectation of joining a university staff. The Province responded quickly and generously, and the response was immediate and heartening. The Fellowship scheme was conceived of initially as a programme in the humanities and social sciences, where the need is greatest and where the other available support is weakest. It is hoped, however, that it will extend itself to the sciences, both pure and applied, where the need is also great and where the support is not as extensive as at first blush might appear.

If the remedy is bold, the problem is enormous. Between now and 1970 we must move from approximately 2,500 full-time members of university staffs to about 8,000 in Ontario. No

*Ontario Graduate Fellowships  
for good students planning to  
teach in universities will help  
to solve an enormous problem*

## *The competition for scholars is becoming keener: the University must maintain its comparative position on the world market*

one measure, no matter how sweepingly conceived, can solve our problem. We cannot rely upon the Fellowship scheme alone. We must remember that a graduate school is not the same as a teachers' college, and that there is no automatic certification at the end of a certain period of training. The only sure guarantee of admission to university teaching is a demonstration of scholarly ability. Moreover we cannot be sure that a student with a higher degree and demonstrated scholarly ability will go into university teaching. A recent American study revealed that although most of the Ph.D.'s in English, History, languages and political science do go into university teaching, the majority in such crucial fields as mathematics, psychology, and all the sciences find positions elsewhere.

While we press forward, then, with the expansion of our graduate schools, we must work on other fronts. We must maintain our comparative position on the international market for scholars, where, it is safe to predict, the competition will become keener each year. In the wake of the recent government reports in the United

Kingdom, it is certain that that country will systematically try to raise salaries to check the serious drain of brains. I think that we will be more successful in attracting members of staff from the United States, where graduate schools are better developed than they are in the United Kingdom. Some time ago I suggested that we should make a systematic attempt to bring back our own graduates from teaching positions in the United States, and there have been since then some conspicuous examples of success. I mention, only by way of example, Professor Skilling, formerly of Dartmouth, now the Director of the Centre for Russian and East European Studies, and Professor Ernest Sirluck, formerly of Chicago, who has given valuable leadership in the preparation of the Graduate School for the present emergency. Then too, there will always be a number of Americans who look with favour upon teaching at a Canadian university. The cultural time-lag has its advantages: it gives us a chance to profit by American success and to avoid American errors. It may be, indeed, that for many American academics Canada is "the New Frontier".

Another way to reduce the gap between need and supply is to make more use of electronic aids. In recent years there has been much discussion of electronic aids, but precious little action. The inertia seems to come from a primitive subrational response to the use of non-human devices in a field that has been the preserve of human effort. Yet the use of electronic

devices is not a substitute for the teacher; it is simply a means of extending the range of his activities. The point is made with typical incisiveness by Sir Eric Ashby in his presidential address to the British Association for the Advancement of Science. He points out that programmed instruction "is merely a return to the Socratic method. The student cannot remain passive; he takes part in a dialogue which makes continuous demands upon the learner and evokes a continuous response from the teachers." He concludes his discussion of these devices in this way: "Just as the good teacher today is complementary to the book and the laboratory, so the good teacher tomorrow will be complementary to the lecture by television, to the voice recorded on tape, to the scientifically planned programmes for didactic instruction."

The first report of the Presidents of the Provincially-Assisted Universities made a glancing reference to the use of television as a means of providing a partial solution to the problem of expansion. When this idea was spelled out in more detail, it was not received with any considered seriousness. Actually it was wrong to think of television as a partial solution of our present problem; it should rather be thought of as an integral part of instruction, that can be easily adapted to our present emergency. Television is not a means of reducing the cost of education. It is expensive in itself, and the teachers who appear on it will claim a scale of payment

not previously known in the academic world.

THE SECOND EVENT of the year that carried with it wide implications was the establishment of two new colleges in outlying areas of the Metropolitan Area. The University of Toronto is no stranger to the concept of centres away from the main campus. Ajax, for instance, was such a centre for engineering education in the years immediately after the war. But the two new colleges at Erindale and Scarborough are different from any previous experiments undertaken by the University. They are conceived of as integral parts of the University, operating under the same Senate and Board of Governors, and yet they are planned to achieve a high degree of autonomy as quickly as possible. Dr. D. C. Williams has been in charge of the committee that worked both on the academic programme and on the setting out of the basic building needs. It is therefore appropriate that he should be made the administrative officer in charge of the development of these two colleges under the title of Vice-President for Scarborough.

*Television should be thought of as an integral (and expensive) part of instruction that could be adapted to present emergency*

## *The University's new Colleges, Scarborough and Erindale, will be given every opportunity to enjoy the best of two worlds*

and Erindale Colleges. The work on the eastern college, Scarborough, is proceeding quickly, and it is now planned to have it in operation in 1965, with the possibility of beginning preliminary extension work even earlier. The college in the west, Erindale, will be able to profit from the experience of Scarborough. Each college, it is assumed, by 1970 will have approximately 5,000 students.

In their early stages the colleges will emphasize courses in General Science and in General Arts, and may well be able to offer some honour work in selected areas. It is not our intention that these colleges go beyond liberal arts colleges, certainly during the early period; but some professional diversification may occur at a later date. Again, it is not proposed to begin with residential accommodation, in the light of the heavy need for the provision of instructional facilities. But such a development, contingent upon funds, is not being ruled out. The colleges will come under the direct control of the central governing bodies of the University, but will naturally develop close ties with the communities in which they

exist, and we anticipate that advisory committees drawn from citizens in the area will be of great help.

Control from the centre should always be exercised with discretion, particularly in the academic areas. The colleges should be encouraged, within the basic framework of the university programme, to embark upon experimental work. In this way they will have the best of both worlds, being able to rely upon the facilities amassed on the main campus over a period of more than a century, while they make occasional forays beyond familiar ground. A strong advantage is that they will be able to offer to members of staff full membership in the University of Toronto, with its attendant library and research facilities and its international reputation for scholarship.

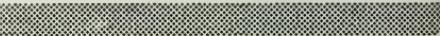
ERINDALE and Scarborough Colleges will provide accommodation for students over and above the number that we are committed to enrol on the main campus. Our goal of enrolment on the main campus remains unchanged, and, accordingly, we must not relax our efforts to ensure that there is no decline in the quality of the education to be offered to the larger numbers in the central part of the University. The stresses here will be concentrated in the Faculty of Arts and Science. In that faculty all students must enrol in one of the colleges; as is well known, we depend upon the college system to preserve for both students and staff a sense of community and academic identifi-

cation, and to avoid the anonymity that would otherwise be inevitable. As long as the Faculty of Arts and Science did not have an enrolment above 4,000, this occasioned no acute problem, since the four traditional colleges between them could absorb this number without impairing their mission. Beyond that number, however, the strain on the existing colleges becomes insupportable. This is particularly true in University College. The founding of New College and its growth to an enrolment of 256, 211 of whom were in Arts and Science, has removed some of the burden, but not nearly enough. Accordingly I appointed a committee to begin work on the founding of a second college, which should be ready to accept students by 1964. The second college will have the advantage of building upon the experience of the first, and will be able to inherit, with some variations, the plans of a building which already promises to be a highly successful solution to a new academic problem.

These new colleges are a contribution not only to the distribution of enrolment and the provision of instruction, but also to the residential needs. The first two will provide residential accommodation between them for about 500 men; although women will be associated with the colleges as members, they will not have residential accommodation. We have accordingly instituted plans to establish as soon as possible a third college, to enrol both men and women, but with residential accommodation pri-

marily for women. We now have residence space for only 62 per cent of the unmarried women students who come from outside the metropolitan area, and this percentage will of course drop rapidly as the numbers increase. It may be that the need for women's residence accommodation will be most acute at the graduate level, in which case this college may have a strong graduate emphasis.

DURING THE PAST YEAR the Board of Governors appointed a committee to examine the relationship between the Royal Ontario Museum and other divisions of the University, with particular reference to (a) the relative emphasis that should be placed in the Museum on scholarship, public display and teaching; (b) the qualifications and status in the University of curatorial appointments in the Museum; and (c) the internal administration of the Museum. The committee was made up of a group who might be described as uninvolved experts: from the Board of Governors came Mr. O. D. Vaughan, who has long been interested in Museum affairs, and the Chancellor, for some



*The new Colleges on the West Campus will ease the strain on the four traditional Colleges and provide residential space*



## A Committee of the Board gets strong support from the Museum staff as it studies ways to put greater emphasis on scholarship

years a member of the Museum Board. The academic members of the committee were all men who had a keen interest in the Museum but had not been directly implicated in its administration or in its affairs. They were Professor Bailey of the Department of Botany, Professor Clark, the Chairman of the Department of Sociology, Professor Goudge, the Chairman of the Department of Philosophy, Professor Rouillard, the Head of the Department of French in University College, and Professor Robertson Davies, the Master of Massey College, who knows both the world of scholarship and the world of the creative arts. In view of the centrality of the problem, it was thought advisable for the President to act as chairman of the committee.

This was not the first time that the Museum has been the subject of intensive study by the Board of Governors. A report made for the Board in 1954 had recommended sweeping changes in the nature and function of the Museum, the chief of which were an orientation towards science rather than the arts and a virtually complete separation from the University.

These recommendations ran counter to both history and tradition. The real creator of the Museum, Dr. C. T. Currelly, was a university man with archaeological and artistic interests, and his idea of the Museum was built into the very fabric of the institution. Under Currelly's guidance it had grown up to embody a union of the artistic and the scientific, the scholarly and the popular. This concept—whatever the difficulties its ambivalence might involve—seemed too inherently valuable to be destroyed in the interests of greater efficiency, and the Board did not implement these main recommendations, though it did appoint, for the first time, a single Director of the whole Museum.

The committee that met throughout this past year approached their subject with a freely acknowledged prejudice in favour of emphasizing and strengthening the scholarly aspects of the Museum's work, and they immediately found this to be a major ambition within the Museum itself. They heard representations from senior members of the Museum staff, from members of the academic departments closely associated with the Museum, and from interested outsiders; and they invited written submissions from all of these, as well as from museum experts throughout the world. In addition, members of the committee visited other museums, and discussed the problems with well-known authorities in the field. Although the committee's conclusions were reached only after long discussion, they were accepted unanimously

by all the members. The report which was prepared by the secretary of the committee, Mrs. Ireland, has now been submitted to the Board of Governors and has received the Board's endorsement. I believe that the report will usher in a new period of achievement in the history of the Museum.

In the course of its deliberations the committee reached certain common conclusions with respect to what might be called the philosophical groundwork of their problem. It became increasingly clear that any conflict between the Museum's functions as a public agency and as a scholarly institution was largely the creation of outsiders with no real understanding either of the Museum or of the University. Public display was all the more effective and popular when it was based upon exact scholarship, in the same way that an Extension Department of a university relies upon the fundamental scholarship of the parent institution. The good curator must be no less a scholar than the teacher in an academic department, but he must be able to communicate his scholarship by the display and arrangement of objects as well as by written and oral communication.

The committee was also made aware that the Museum could draw upon support from many benefactors who would not necessarily have a direct interest in the University. This will be of particular importance for the enlarging and development of the collections, for under the present

budget arrangements the Provincial Government supplies only the amount of money sufficient to maintain the operating costs of the Museum. In this respect the Museum's position is not unlike that of the Faculty of Medicine: in each case money for an essential activity—in one instance for research, and in the other for the development of the collections—must come from sources outside of those covering the normal budget.

The recommendations of the committee may be grouped under four heads. The first were those designed to simplify and streamline the Museum's administrative structure. The committee reaffirmed the recommendation of the Glassco Report for the appointment of a full-time academic head, charged with the responsibility for the curatorial appointments and for the maintenance of the scientific and cultural reputation of the Museum. They recommended that the Director should be relieved of most of the detailed administrative burdens by the appointment of an Associate Director who would, in his absence, act in his place. They recommended that all curators have direct access to



*Committee urges a streamlined administration for the Museum under which curators would have direct access to the Director*



## *Improve curatorial salary scale and encourage research projects as Museum is brought closer to other divisions of University*

the Director of the Museum in a way analogous to the relationship between the department heads and the dean in the Faculty of Arts and Science (the evidence being very strong that the second level of administration through Division Heads made for costly duplication and impeded the development of the separate departments). The precise machinery for the implementation of this recommendation was left for the Director to devise; and Dr. Swinton is now giving consideration to it.

The second group of recommendations were designed to make the Museum more closely related to the other divisions of the University in terms of organization and procedures: first by the creation of a Council, to be chaired by the Director, which would consist of all curatorial personnel with the addition of cross-appointed members of teaching departments concerned with Museum affairs, and would be similar in structure and purpose to the councils of the various faculties of the University; and secondly by the inclusion of the Director of the Museum and the staff members who are cross-

appointed to University departments in the membership of the appropriate policy-making academic bodies of the University.

The third group of recommendations were designed to emphasize and strengthen the scholarly activities of the Museum, which, it is not impertinent to suggest, have not kept pace with the eminence of the collections. Here it is a question of providing more time for members of the curatorial staff to engage in research, of improving the curatorial salary scale so as to make the Museum competitive in the present strained academic market, of underlining the relationship between the Museum and the School of Graduate Studies, of working out with the University of Toronto Press arrangements for the publication of scholarly works, and of relating the Museum library firmly to the main library of the University.

Finally, a number of recommendations refer to the improvement of relationships between the Museum and the public. Under this heading comes the crucial recommendation in the report, which is for a radical transmutation of the present Museum Board. It is important that this be fully understood, and I therefore set out the relevant portion of this report.

The Museum differs from most other divisions of the University in that it must depend upon large sums of money outside the operating budget for most of its acquisitions, expeditions, and gallery improvements and renovations. The closest analogy is to be found in the area of medical research where the donations

from sources outside the University are far in excess of the government grants which sustain the normal operating budget. In medical research the University does not stand in the way of benefactors who wish to support particular projects in which they have an ardent interest, provided only that the projects meet with the approval of the Dean or Department Head immediately concerned. We believe that the Museum should be given a special status with regard to private funds, for substantial reasons: its role as a great public institution, and the wide public interest in the records of material culture.

We know that there are many citizens who would welcome an opportunity to identify themselves with the aims of the Museum. But we do not believe that the Museum Board and the system of memberships as presently constituted give appropriate scope for the enthusiasm of the Museum's supporters. The Board includes a roster of interested and influential members, but because of its anomalous status its agenda becomes cluttered with the minutiae of administration; its members tend to feel that their position is ill-defined, their powers negligible, their opportunities circumscribed and their contribution unappreciated; attendance slackens, and the continuous leadership that is a prerequisite for successful membership campaigns becomes a burden to the faithful few.

We believe that the Museum Board should be re-constituted as a Museum Advisory Board and relieved of any responsibility for the routine administrative details of Museum management. It should be responsible for studying the needs, opportunities, and future development of the Museum, and giving guidance and assistance to the Director. It should seek to develop popular support, perhaps through a reorganized and revitalized system of memberships. It should be free to promote any project for the improvement of the Museum so long as the project was approved of by the Director—for example, acquisitions, publications, the renovation and refurbishing of galleries, the provision of

graduate fellowships, assistance for expeditions in Canada and overseas. It should function, in short, not as a cog in the administrative machinery but as a central driving force.

The membership of the Museum Advisory Board should comprise only such people as will make the welfare of the Museum their serious concern. It should include representation from other educational, cultural and scientific bodies. It should not include a majority of the Governors of the University. Reasonably good attendance at meetings should be a condition of continued membership. The Director of the Museum should be a member *ex officio*, and it would be advantageous if the Associate Director attended the meetings. Curators would be invited by the Director from time to time to speak to the Board about developments they had in mind.

We recommend that the Board of Governors request the Provincial Government to amend the Royal Ontario Museum Act so that, instead of the Museum Board, there will be a Museum Advisory Board, appointed by the Board of Governors along the lines described in this report, to assist the Director in developing, improving and strengthening the Museum.

No report, no matter how wise and comprehensive, can bring about a millennium. Ultimately the health of the Museum must depend upon the calibre and devotion of its staff. The

*Re-constituted Museum Board would play more active role in planning for future development and encouraging popular support*

## *Appointments of Dr. Moffatt Woodside, Dr. W. E. Swinton and Dr. Douglas LePan will strengthen the administration*

recommending of curatorial appointments, and the wise and efficient organization of the Museum's internal structure, are the crucial responsibilities. After the committee had decided to recommend the appointment of a Director of the Museum, I took to the Board of Governors my recommendation for the appointment of Dr. W. E. Swinton, the Head of the Life Sciences Division, as Director of the Museum, and this was done at a meeting of the Board of Governors late in the spring. There could be no possible doubt about Dr. Swinton's distinction; he had behind him thirty-five years' service at the British Museum, interrupted only by six years in the British Naval Intelligence, and he is known and respected in museum circles throughout the world, not only as a world authority on palaeontology but as a person with wide interests in all fields of museum activity. I have no doubt that he will implement wisely and well the recommendations of the report, and that under him the Museum will flourish and prosper.

I HAVE TRIED to suggest in this section some of the range and complexity of

the changes that are taking place in the University. After careful discussions with my senior colleagues and with the Chairman of the Board of Governors I took to the Board a recommendation for the restoration of the position of Vice-President of the University, and I recommended that the position be filled by Dr. Moffatt Woodside, Principal of University College, with the title Vice-President (Academic). No one could be better fitted for the position of senior officer at the centre of the University. Through a long and distinguished career he has occupied various vantage points in the colleges and in the Faculty of Arts and Science. I conceive of the Vice-President (Academic) not as a line officer, but as a full associate of the President, taking charge of various problems and assuming the direction of the University in the President's absence.

Another appointment that will greatly strengthen the University is that of Douglas LePan as Principal of University College. Douglas LePan has provided one of the best Canadian illustrations in our time of the combination of poet and diplomat, of scholar and civil servant. After ten years in the Department of External Affairs and five years as a Professor of English at Queen's University, he returns to his old college and to the University that his father served so long and so devotedly. It is fortunate for the college that Dr. Robin Harris agreed to serve as Acting Principal for the year until Dr. LePan could assume his duties. Dr. Harris has a

deep understanding of the college and the University gained from his own studies in the history of higher education, his experience as a member of the Department of English, and his chairmanship of the Committee on Policy and Planning.

In these multiple activities, the Chairman of the Board, Colonel Eric Phillips, has taken a lively interest, and in many of them—most outstandingly in the launching of Scarborough and Erindale Colleges—he has given vigorous leadership. The University of Toronto is greatly in his debt.

DURING A PERIOD of expansion of a university so diverse and complex as the University of Toronto, it is of the utmost importance to guard against a disproportionate development in any one particular area. Once the balance is seriously disturbed, it may take many decades to right it again. It is not a question of a uniform development throughout all areas, for the university, like any institution, must respond to the changing emphases in society. It is rather a question of ensuring the basic balances within the university. There are two main ones—first, the balance between the professional faculties on the one hand and the academic disciplines on the other: by which latter I mean those disciplines unrelated to a specific professional goal; second, the balance between the humanities and social sciences on the one hand and the physical and natural sciences on the other. In the first instance, we refer to the distinction between

theoretical knowledge and its strategy of application, and in the second, between the study and analysis of human values on the one hand and the study of physical reality on the other.

As one looks back over the history of the University of Toronto, the clarifying principle that emerges is a concern for parity among the various branches of learning. The original chairs at King's College in the eighteen-forties were Classics, Belles-Lettres, Mathematics, Chemistry, Divinity, Law, and Anatomy. Here, then, at the very beginning, was a recognition of the obligation of the university to give stress both to the humanities and sciences, and to begin studies in the three basic professions of theology, law, and medicine. The original five honour courses in the fifties, upon which the present elaborate network is based, were Classics, Modern Languages with History, Mental and Moral Philosophy with Civil Polity, Mathematics, and Natural Science. Again one observes the careful distribution among basic disciplines, with now the addition of philosophy and the beginnings of

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*Maintaining the basic balances within a diverse and complex institution in the face of the changing emphases in society*

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***Simultaneous movements forward promise that the new university emerging in the 1970's will be the old university writ large***

what was later on in the century to become the social sciences. Another illustration of the same concern with parity is provided by the detailed expenditures in the re-stocking of the library following the fire of 1891. When an expenditure of \$26,000 was authorized in order to build up the collection, the sum was almost neatly split between the humanities on the one side and the physical and natural sciences on the other.

The same healthy division is still to be observed in this University. In 1962-63 the full-time staff of the Faculty of Arts and Science, including all the colleges, numbered 595, and the full-time staff of the professional faculties and schools was 560. The number of students in what I have called the academic disciplines —*i.e.*, those in Arts and Science plus those in the "non-professional" departments of the Graduate School—was almost exactly equal to the total in the professional faculties and professional graduate departments (7,229, 7,163). Within the Faculty of Arts and Science, 70 per cent of the staff taught in the humanities and social sciences and 30 per cent in the

sciences. The proportion of undergraduate Arts and Science students taking courses in the humanities and social sciences was 74 per cent; in the Graduate School the proportion of candidates in Division I was 60 per cent.

The simultaneous movement forward on all the basic fronts of knowledge is a central concern in this period of expansion. The new university that will emerge by the early 1970's will be the old university writ large. There will be times during these next few years when the principle of parity seems to have been lost and when the balance may appear to be threatened. But the implementation of the total plan will restore the principle. It may appear, for instance, at the present time that we are concentrating most of our resources on the basic sciences; the new Chemistry Building was opened during the year, the Zoology Building was started and progressed rapidly, and the Physics Building awaits only the completion of a complex plan. These buildings are essential, and the whole University welcomes them as accessions of strength. Physical inadequacies are felt far more keenly and quickly in the sciences than they are in the humanities and social sciences, for they prevent the sciences from taking their rightful place in the fiercely energetic world of research. But while we were meeting, with enthusiasm, the needs of the scientists, we were drawing up long-range plans for the humanities and social sciences, where the numbers are even greater, and

where the demand for advanced training and research is no less compelling. Here the equivalent need was for the development of library resources. The library is the laboratory of the humanities and social sciences; books and manuscripts are the equivalent of scientific equipment and supplies, with the happy difference that they do not deteriorate in value from year to year. The carrel, or private study, near these supplies is the equivalent of the scientist's private laboratory. That is why, in the planning for improved library facilities, a committee under the chairmanship of Dr. Williams gave heavy priority to the provision of such study space. Unless such space is provided, the student in the humanities and social sciences, particularly in the senior years and in the Graduate School, turns into the dispossessed man of the modern university.

The grand plan for library facilities in the University of Toronto resolves itself into four distinct parts. At the level of first and second year instruction, the colleges will increasingly carry the responsibility, both for students enrolled in college courses and those in university courses. For the senior undergraduate years and for the professional courses, the Sigmund Samuel Library will become the headquarters. The major collections, primarily for the use of graduate students and staff (from which, however, undergraduates will not be excluded) will be divided between the humanities and social sciences and the physical and biological sciences.

The latter, for the time being, will be housed in the old Library; we hope that some day a new building can be found for it. The humanities and social science collection will be housed in a new building to the north of Harbord Street, built in such a way as to provide for expansion over the years. By 1970 the Graduate School at the University of Toronto will be one of the largest on the continent, and the majority of the students will be enrolled in the humanities and social sciences. Accordingly we have given great emphasis in our building plans to the provision of carrels. The library is ultimately envisaged as having over 2,500 carrels, so that the majority of the graduate students and a substantial number of senior undergraduates and staff members will be assured of working space on the campus.

Since the property must still be acquired, and plans refined, it is not likely that we shall begin work on the new library until 1965. I am sanguine that by that time the plan will attract private benefactions to add to the funds already available from the Canada Council and anticipated from

*Planning for research library  
that will serve one of largest  
graduate schools on continent  
stresses importance of carrels*

*At least one additional major building will be needed so that the Faculty of Medicine can meet growing responsibilities*

the Provincial Government. A central research library becomes the focal point of any university, simply by reason of the fact that it is the one resource all divisions of the university must use. It also becomes a powerful magnet for scholars, and does more than any other physical facility to link the university to an international community.

I turn now to the other major area of balance of parity, that between the professional schools and the academic disciplines. If during the last year the academic disciplines have made the most sensational advances, the master plan over the years has certainly not ignored the professional faculties. Engineering has profited from the concern for technological advance, and it has moved ahead on all fronts. The magnificent grant from the Ford Foundation of \$2,300,000 announced during the year is a tribute to the excellence of the Faculty, and, in particular, to its Dean. Dentistry achieved its physical transformation at an early period in our plans; this year Law returns triumphantly to the campus, and the other exile, Pharmacy, began to move into its new

home. Architecture has achieved spatial, if not aesthetic, satisfaction, and plans are well advanced for a combined building for Social Work and Business. The one major faculty that has not, to date, participated in this process of physical renovation and development is the Faculty of Medicine. We have made provision in our plans for a new building for research for the clinical departments, now hopelessly crowded into the present Banting Institute. But this will be only a beginning in what must be a major programme of construction and renovation. The introduction of a scheme of medical insurance will make new demands on this famous faculty. During the year the Board of Governors appointed a special committee under the chairmanship of Dean Hamilton to examine the future of the faculty in the light of recent developments, and specific building plans must await the report of the committee. One can immediately see the need for at least one additional major building, a centre which will house the pre-clinical sciences and the central offices of the faculty, and will provide a place where medical students, now widely scattered, can find some physical and spiritual centre.

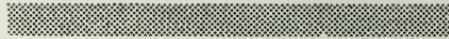
The preservation of parity of strength throughout the University is the guiding principle of our plans for the future. There is always a temptation to move off grandly in one major direction to the accompaniment of a loud fanfare. This is a temptation that the good university sternly resists. I

would be hard put to say whether the University of Toronto is better equipped in mediaeval studies, metallurgy, biomedical electronics, or electronic music. The parity of strength is not only the soundest principle for the organization of a university, but it is also a means of encouraging easy communication between the various divisions of the university. It is not accidental that during recent years a number of interdisciplinary activities have sprung up spontaneously, bringing together not only departments, but in many instances, such as Criminology, Culture and Technology, and Biomedical Electronics, faculties formerly just conscious of each other's existence.

THIS REPORT has been concerned to a greater degree than most of my reports with questions of broad policy applicable to all universities. This is a reflection of the growing interdependence of the university world and of the necessity for facing our individual problems in terms of broad principles. If we are to solve our problems we must avoid turning inward on ourselves; we must eschew the parochial, and even the provincial, and welcome studies that take a large view. Such a study is the one on university government now being undertaken, under the auspices of the National Conference of Canadian Universities and Colleges and the Canadian Association of University Teachers. This study is designed to be a comprehensive survey of how an institution embedded in history can

adapt itself to the demands of modern society. By reason of the appointment of Sir James Mountford, the retired Vice-Chancellor of the University of Liverpool, and Professor R. O. Berdahl, a political scientist at San Francisco State College whose recent book, *British Universities and the State*, has earned wide praise, we can be assured that the deliberations of this commission will be comprehensive, judicious, and wise.

The crisis in higher education is three crises joined in one: a crisis in numbers created by the sudden up-swing in student enrolment; a crisis in quality created by the simultaneous need throughout the world for the highly-trained expert; and a crisis in social expectations created by the realization that illness, disease and poverty are, to a degree never realized before, subject to human control. To meet these crises no small measures will be adequate, and no one government or section of society can possibly supply the necessary resources. One central question calls insistently for an answer: what are the relative financial responsibilities of the provincial and federal governments, and



*The growing interdependence of universities and the importance of facing individual problems in terms of broad principles*



*Salary scale adjusted upwards;  
the 96 new appointments result  
in net gain of only 38 for the  
full-time staff establishment*

core upon which the academic health of the University ultimately depends.

The full-time establishment for 1962-63 numbered 800. Although 96 new appointments had been made, 58 of these were replacements necessitated by the death, retirement or resignation of former members, so that the net increase over 1961-2 was only 38. These figures illustrate the extraordinary effort that is required to produce a net increase.

During the year the salary scale for full-time staff members was adjusted upwards, and a greater degree of flexibility was gained by the removal of the stated maximum limits for the various ranks. The minimum salaries for each rank as at July 1st, 1963, were as follows: Professor, \$13,000; Associate Professor, \$9,500; Assistant Professor, \$7,500; Lecturer, \$6,000. The average individual increase over 1962-3 was \$930. Salary scales will be of continuing concern each year to this and all other universities, for there is no likelihood of their being frozen for any length of time, given the competitive nature of the market.

With valuable assistance from the Association of the Teaching Staff, an improved pension scheme is being worked out and arrangements made to supplement the pensions of retired members to whom inflation has brought hardship.

At the time of writing it is already clear that the increase in staff numbers for 1963-4 is considerably greater than the increase in the previous year. But there is no cause for complacency. Not only the retention

what in a modern free enterprise state, are the roles of industry and the private benefactor? This is the question to which another commission of the National Conference of Canadian Universities and Colleges will address itself. Under the chairmanship of Dean Vincent Bladen—as versed in commissions as he is in the ways of universities—this commission will give an answer that may well be authoritative for years to come.

IN OUR ANNUAL RETURNS to the Provincial Government we are required to state the numbers of full-time professors (with and without administrative duties), associate professors, assistant professors, lecturers and instructors in the University, excluding from this compilation the federated and affiliated colleges and O.C.E. The total thus obtained, which might be called the full-time staff establishment, is a useful index of our progress in increasing the staff to meet the increasing enrolment. For while we draw heavily on the services of part-time staff, and on short-term appointments such as visiting professors, the full-time cadre in the regular ranks is the

and obtaining of staff but also the provision of suitable accommodation for them must be given top priority.

THE ENTIRE CAMPUS was saddened by the death of Frank Wetmore, a colleague with exceptional gifts of mind and heart. Where the ideals of the pure scientist were concerned he was incapable of compromise, yet he had the flexibility that statesmanship demands, and a seemingly inexhaustible fund of vitality and good humour. Dr. Wallace Graham, a graduate in both dentistry and medicine, was at the time of his death the President of the Toronto Academy of Medicine; he was internationally known for his leadership in research and treatment of arthritis and rheumatic diseases. He was a person with wide interests in art and literature, and athletics—he had been an outstanding athlete, and was a member of our Athletic Directorate. Again I must record the death of two young scholars: Dr. Laura Hofrichter of the Department of German in University College, who had already established a firm reputation in her field, and whose major study of Heine will appear posthumously; and Professor Frank Beard, a graduate of 1942 from Victoria College, a promising and productive member of the Department of Political Economy. Leonid Strakhovsky, Professor of Slavic Studies, was a colourful person, a man who retained the grace and sense of form characteristic of the old aristocratic Russian régime; he was a productive scholar with a wide range of interests.

Finally, from among the retired members of staff we have lost Professor James Eustace Shaw, formerly Professor of Italian. I am glad to recall that in my first term as President I presented Professor Shaw to the Chancellor for the honorary degree of Doctor of Letters, as one of those rare mortals who combine great learning, meticulous scholarship, and contagious enthusiasm.

Retirements this year include several professors who have consented to stay on with the rank of Special or Graduate Lecturer: Dr. F. H. Anderson, the former Head of Philosophy, Dr. A. Brady of Political Economy, Dr. J. Caño, of Italian and Hispanic Studies, Dr. G. H. W. Lucas of Pharmacology, Dr. C. W. Spooner of Surgery, and Professor W. L. Sagar of Civil Engineering.

One of our best known, liveliest, and at one time most controversial staff members—Dr. W. E. Blatz—retires this year as Professor of Psychology, having previously relinquished to Dr. Bernhardt the directorship of the Institute of Child Study. Although Dr. Blatz was associated in the public mind with theories of ex-

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*The deaths of researchers and teachers, two of them at the very peak of their powers, has saddened the University family*

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*Supplying of "borrowed brains"  
continues unabated: members of  
staff accept assignments both  
at home and in distant lands*

treme permissiveness in the bringing up of children, this was a complete misreading of his philosophy, which might perhaps be better designated by the name of the game, Truth and Consequences. His influence has been pervasive, and his reputation will live in his published works and in the lives of his youthful "graduates". Miss M. B. Millman retires from the School of Nursing, after nearly thirty years' service as a teacher in the public health nursing field and as a leader and reformer in the profession. Professor K. B. Jackson of Applied Physics, a thorough-going "university man", had excellent relations with many generations of students and staff both within and outside his faculty. Professor L. C. Walmsley, who retires this year, was one of the earliest members of the Department of East Asiatic Studies. Dr. R. Meredith, for many years a devoted teacher, retires from the Department of Anaesthesia. Mr. L. L. Snyder retires after forty-six years on the Museum staff; he is an expert on birds and has published regularly and extensively on this topic.

I record my personal gratitude and the appreciation of the University to

Miss Agnes MacGillivray, who has retired from my office. After being a tower of strength to the Registrar for many years, Miss MacGillivray became Secretary to the President during the regime of Dr. H. J. Cody, and served four successive incumbents of the presidential chair with diligence, distinction, and grace.

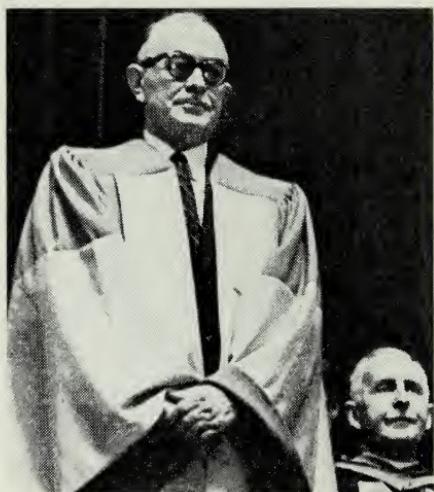
The supplying of "borrowed brains" to governments and other public bodies, to which I referred in some detail in my last report, continues unabated. Members of staff are helping to develop the new medical school in Nigeria and the Karnataka Regional Engineering College at Surathkal, India; participating in the Nubian project of the Egypt Exploration Society and the Jerusalem excavations; assisting in satellite research; and doing various other tasks for UNESCO, the World Health Organization, and other international agencies, as well as the numerous national, provincial and local assignments. One venture which began as a local one has become a very important provincial exercise, and that is the Institute of Curricular Development, the outcome of two years' groundwork by the joint Toronto Board of Education—University of Toronto committee, where teachers in this and other Ontario Universities are co-operating with those from the other levels of education in a major effort to resist the fragmentation of disciplines and reaffirm the unity and interdependence of the educational process.

CLAUDE BISSELL

## Commencement



Registrar Robin Ross, *left*, must be forgiven if, as he pored over lists of 1963 graduates and made his meticulous plans for the Spring Commencement, one name had a lustre all its own. His wife, Elspeth, seen with him here, would receive her Bachelor of Library Science degree. *Centre*: Honorary Graduands N. A. Robertson, Under Secretary of State for External Affairs, and Professor Frank A. Knox of Queen's



Dr. J. R. H. Morgan, *left*, superintendent of Toronto secondary schools, and Professor William C. DeVane, Dean of Yale College and literary editor of the *Yale Review*, both were honoured with LL.D. degrees and addressed Convocation.

# Album for '63



follow Principal Leslie Hunt of Wycliffe College and President Claude Bissell to Convocation Hall where they will receive LL.D. degrees. A third honorary Doctor of Laws, J. Burgon Bickersteth, Warden of Hart House from 1921 to 1947, is seen at *right* with Chancellor F. C. A. Jeanneret. At convocations spread over seven days, a total of 3,228 men and women received degrees, diplomas or certificates.



A graduate from *La Belle Province* is a late arrival at the flower room behind the platform in Convocation Hall. Bob Lansdale waited to take this picture before he helped her to find her bouquet.



*Left:* Dean R. R. McLaughlin with his daughter, Julia, who won her diploma in Physical and Occupational Therapy. *Centre:* Malcolm Wallace, grandson of Principal Malcolm Wallace and son of Professor W. P. Wallace (seen with him), stood first in



Kenneth Fisher, B.Sc., with his parents, Professor Jeanne Fisher of the department of biochemistry and Professor K. C. Fisher, head of zoology.



first-class honours in Classics and shared the Governor-General's Medal as top student in University College. *Right:* Dr. Robertson Davies, Master of Massey College, with his daughter Miranda, B.A. in English Language and Literature.



Miss Ardith Putnam, B.A., and her father, Professor D. F. Putnam, are photographed with Tom McIlwraith, B.A., and his father, Professor T. F. McIlwraith.

# UNIVERSITY OF TORONTO

**V**IEWED IN RETROSPECT, one of the most important and far-reaching events of the year 1962–63 was the University's decision to raise its enrolment limit from 23,400 to almost 36,000 students by 1972. Why was this necessary? And how will it be accomplished?

The expansion plan adopted in 1957 envisaged an approximate doubling of student numbers in the twelve-year period 1957–1969, and a limitation of enrolment thereafter at approximately 23,400 students—in undergraduate and graduate courses and on a full-time and part-time basis. However, in 1963 new statistical projections for the Province of Ontario showed that student numbers would be far greater than previously expected and that expansion plans of Ontario Universities—based on earlier projections—would not be sufficient to meet the demands made upon them.

In 1957, the expectation was that Ontario's full-time University enrolment would rise sharply from its 1955 level of approximately 22,000 to 70,000 by 1971; and enrolment did, in fact, follow the predicted pattern until about 1961. In 1962–63, new statistical calculations indicated that a combination of higher birth-rates, immigration and the nuclear-satellite-automation-age incentive for more advanced education would raise the 1971 demand from 70,000 to approximately 115,000 places—and to perhaps 200,000 by 1980!

On the basis of a co-operative study undertaken by the Ontario universities, the enrolment objectives of most of these institutions were raised substantially because of the immediate need for more accommodation. In addition, the Provincial Government granted charters for the establishment of Trent University at Peterborough and Brock University at St. Catharines; York's expansion was accelerated; a start was made toward raising the status of the Agricultural and Veterinary Colleges at Guelph and the University of Toronto undertook to establish two new Arts and Science colleges in the near vicinity of Toronto.

It now appears that if the present programmes of Ontario universities can be carried out successfully, the spaces required for the Province's 1971 university candidates will be available.

The University of Toronto's share of this latest increase is an additional 2,000 graduate students and about 500 undergraduates on the main campus and up to 10,000 undergraduates at Scarborough and Erindale Colleges. In terms of staff requirements, building space and equipment, the undertaking is greater than the figures themselves suggest, for the 2,000 additional graduate students represent a load equivalent to at least 10,000 undergraduates. In short, the task is to provide, not only for a doubling but, in effect, for almost a re-doubling of our 1956–57 academic load in a period of 15 years to 1971–72.

# FINANCIAL REPORT, 1962-63

Numerous speeches and reports have drawn attention to the enormous capital sums which will be required for the necessary expansion of physical facilities. The problem of finding teaching staff in sufficient numbers is referred to in the Report of the President. Notwithstanding the steps which have been taken by the Government of Ontario to stimulate post-graduate study, the shortage of teachers will continue to be a very real problem for some time.

Less publicity has been given to the even greater sums of money which will be needed within the next five or ten years to meet the annual operating costs of our universities. Even with all the economies we can devise—and we take the view that institutions relying heavily on public support must strive for such economies—the needs will be staggering in relation to today's totals.

## Enrolment

The increasing importance of statistics in University planning and public reporting has recently prompted an attempt to produce more exact terminology in the classification of students, and within a year or two there will undoubtedly be more satisfactory figures available than is the case today. The distinctions between "graduate" and "undergraduate", "full-time" and "part-time", and "degree" and "diploma" students are not the same in all institutions, even within Canada, and it is difficult to make accurate comparisons between them. The following figures for the University of Toronto are, however, on a reasonably consistent basis from one year to the next. They show an increase in the fall of 1962 of 8.9% in full-time and 16.7% in part-time students at the University—other than those attending the Ontario College of Education. (Increases in the fall of 1963 of 8.7% and 6% respectively, have added a further 1,102 full-time and 283 part-time students, including a slight increase in Applied Science and Engineering for the first time in six years.)

The charts on page 34 trace the University's "total" enrolment (including O.C.E.) since 1929 and show the extent of recent changes in projected future enrolment, both for this University and for all Ontario universities. Approximately one-half of the students enrolled in 1948, at the peak of the post-war "bulge", were veterans.

## Student Aid

Keeping pace with higher enrolment, financial assistance was again provided for approximately one-third of our students, the total amounts and average amounts per recipient being slightly greater than last year at both the graduate and undergraduate levels.

Although the total amounts provided as undergraduate scholarships, bursaries and loans have increased, the proportion available as scholarships has fallen slightly and the dependence on loans has increased.

The table below shows that—on average—the financial aid provided to each undergraduate recipient amounted to slightly less than the fees for the course being taken—and these fees do not include books and supplies or living expenses.

	Enrolment	Increase or (Decrease)
	1962-63	1961-62
<i>Full-time Students</i>		
Arts and Science—including Federated Colleges	6,282	5,691
Applied Science and Engineering	1,365	1,486
Medicine (including Rehabilitation Medicine)	1,149	1,094
Graduate Studies	1,230	1,081
Other smaller Faculties, Schools, etc.	2,640	2,280
Total full-time	12,666	11,632
		1,034
<i>Part-time Students</i>		
Arts and Science (Extension Division)	2,709	2,214
Business (Certificate courses—Extension)	794	691
Graduate Studies	691	625
Medicine (Post-graduate)	407	401
Other	98	96
Total part-time	4,699	4,027
		672
Total enrolment—not including O.C.E.*	17,365	15,659
Ontario College of Education—Full-time	692	832
—Part-time	156	190
Total University including O.C.E.	18,213	16,681
		1,532

\*Note: The operating revenues and expenses of Ontario College of Education are not included in the financial statements presented in this report.

To encourage more of our most promising students to continue their studies at the post-graduate level—despite the financial temptations of the business world—and to become qualified for University teaching positions, much larger scholarships and fellowships are required than for undergraduate students. The fellowship programme introduced by the Provincial Government in 1962 provides up to \$2,000 for a graduate student pursuing a full 12-month programme and it appears to have achieved an immediate stimulation of post-graduate enrolment. Strong support has also been received from corporate and private donors and a number of Foundations—including a large grant from the Ford Foundation. The continuation of this help is extremely important if the best of our Canadian scholars are not to be tempted away from Canada by the large fellowships available elsewhere, especially in the United States.

# Student Aid from University and all known outside sources

## Number and Value of Awards

Academic Level	No. of Awards	No. of students Assisted	Value of Aid	Average per Student Aided	Percent of Student Body Aided
Undergraduate	5,959	3,703	\$1,904,592	\$ 514	33.6%
Graduate	797	677	677,889	1,001	29.6%
1963 Total	<u>6,756</u>	<u>4,380</u>	<u>\$2,582,481</u>	<u>\$ 590</u>	<u>32.9%</u>
1962 Total	6,244	4,105	\$2,311,705	\$ 563	33.3%

## Types of Undergraduate Awards

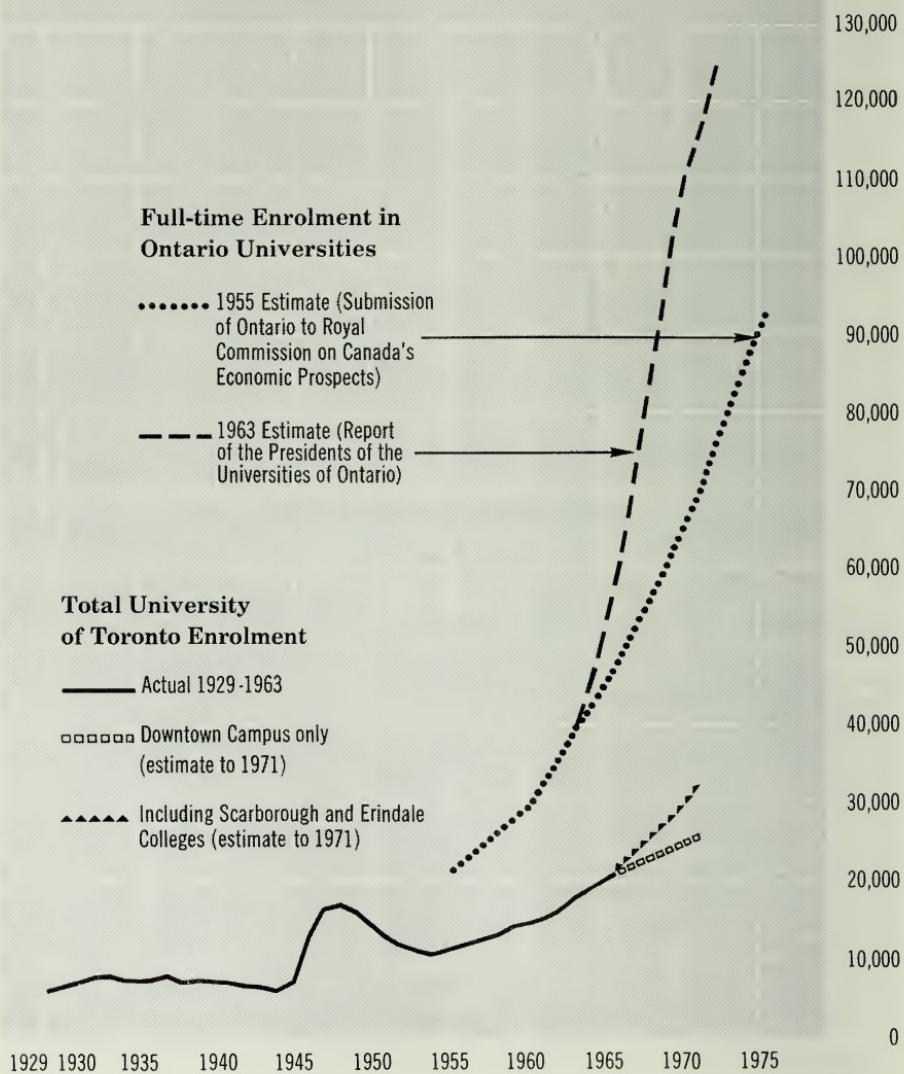
Year	Scholarships			Bursaries			Loans		
	No.	Value	% of Value	No.	Value	% of Value	No.	Value	% of Value
I	642	\$234,471	33.2%	1,164	\$377,298	53.5%	222	\$ 94,249	13.3%
II	195	56,801	16.8	704	175,709	52.1	262	104,700	31.1
III	207	63,918	15.1	774	187,411	44.4	420	170,858	40.5
IV	174	44,214	13.6	526	139,879	43.1	335	140,350	43.3
V	27	7,176	9.6	81	27,877	37.3	89	39,725	53.1
VI	18	3,683	9.2	81	18,373	46.0	38	17,900	44.8
Total	1,263	\$410,263	21.5%	3,330	\$926,547	48.7%	1,366	\$567,782	29.8%

## Undergraduate Awards—by Faculty

Faculty	Awards			Average Value per Student	Approximate* Compulsory Fees	% of Students Aided
	No. of Students	Value				
Arts and Science	1,968	\$ 962,822	\$489	\$466		32%
Applied Science and Engineering	573	315,893	551	657		42
Architecture	77	35,825	465	654		39
Dentistry	274	150,064	547	659		40
Forestry	37	17,810	481	571		35
Food Science	3	600	200	466		16
Law	63	29,790	472	499		33
Medicine	373	227,701	610	707		44
Rehabilitation Medicine	36	16,967	471	478		12
Music	74	32,087	433	487		44
Nursing	59	39,782	675	392		16
Pharmacy	109	45,784	420	499		26
Physical and Health Education	57	29,467	517	499		30
	3,703	\$1,904,592	\$514			33.6%

\*Figures are approximations as fees are not the same for all courses or all years thereof.

## TORONTO AND ONTARIO ENROLMENT FORECASTS



## Space Programme

Although our sky-rocketing capital costs have already reached astronomical levels, the space programme of concern in this particular report is of a strictly "down to earth" nature. It is a programme to provide buildings and equipment for the academic departments of the university, and for certain supporting departments, as quickly and economically as possible. The programme will also include the planting of trees and other landscape improvements, over perhaps a 10-year period, and a beginning was made in 1963 on Philosopher's Walk, south from Bloor Street, west of the Royal Ontario Museum and the new Music and Law Buildings.

The austere treatment of most of our new buildings has held unit costs of construction within reasonable bounds, but the equipping of buildings for modern scientific teaching and research, such as those for chemistry, zoology, physics and the medical sciences, is indeed a costly undertaking. These facilities are, however, absolutely essential if the departments occupying the buildings are to perform the roles which have been assigned to them. In an institution such as our own where special emphasis is placed on Honour undergraduate courses and graduate work, the need for good and modern equipment is particularly great. Fortunately, we have received a number of thoughtful and generous grants and donations for the purchase of equipment, for which we are very grateful, and we have enjoyed the continued assistance of the National Research Council.

Capital expenditures of \$9,568,269 during the year included the installation of a major electronic computer (in July, 1962), the completion of the Edward Johnson Building for the Faculty of Music and the Opera School, the completion of a major renovation and alteration of the old "Economics Building" on Bloor Street to provide new quarters for other departments of the Royal Conservatory of Music of Toronto, and the establishment of a medical research centre in the former "President's Residence" at 86 Queen's Park.

Although not quite complete by June 30th, 1963, the Lash Miller Chemical Laboratories and the new Pharmacy Building accounted for major portions of the year's total expenditures and both were opened in the autumn.

Substantial progress was also made on the new Laidlaw Library Wing which completes the quadrangle at University College, the Ramsay Wright Zoological Laboratories at Harbord and St. George Streets and the addition of a large classroom—to be used on occasion as a Moot Court—for the Faculty of Law on Queen's Park Crescent.

Massey College completed its exciting new building at Devonshire Place and Hoskin Avenue in time for the opening of the fall term in 1963. This represents another magnificent gift of the Massey family to the University community. Although Hart House is the best known of the former benefactions,

this family also gave us the Lillian Massey Treble building, home of the newly designated "Faculty of Food Sciences" and a substantial portion of the capital funds used for construction of the Benson Building for Women's Athletics.

Sites for the new Scarborough and Erindale College campuses were selected, and acquisition of the Scarborough site was completed during the year 1962-63. Since June 30th, the central portion of the Erindale site has also become University property. The planning of these two campuses offers exciting possibilities and, in recent months, promising progress has been made in the development of the Scarborough site and the designing of a group of buildings to meet the specific needs of that College. The first 500 day-time students in the three-year general arts and general science courses are to be enrolled in the Fall of 1965 and the addition of similar numbers in each of the following two years, will raise enrolment by the fall of 1967 to the 1,500 for which the initial buildings are being designed. Further portions of the buildings are to be completed by the following year.

In addition to new construction, very considerable sums have been spent during the year under review on major maintenance or rehabilitation of older buildings and equipment to permit their continued use in an effective and efficient fashion. This programme included alterations for temporary use of certain of the buildings recently acquired as parts of the West Campus: for example, parts of the Borden Dairy buildings are being used for research laboratories, academic staff offices for the Faculty of Arts and Science, offices and laboratories for the University Health Service, and badly needed storage space for the Royal Ontario Museum.

The planning and designing of new buildings occupies as long a period as their actual construction in most cases, and in 1962-63 the design details for two further major projects were substantially completed. Tenders for the construction of New College—the first of our new residential colleges—were called in September, 1963, construction started in October and at least a section of the building, sufficient for enrolment and general academic-administration purposes, is to be ready for use in September 1964. Plans for the new fourteen-story Physics Building are complicated by the necessity of housing a major array of research equipment, known as a "particle accelerator", in a carefully constructed and insulated underground laboratory. Tenders are to be called early in 1964 for the construction of the main portion of this building and a few months later for the remainder of the accelerator laboratory. This urgently needed space should be available for academic use in the fall of 1965.

A number of other projects at earlier stages in the planning process were also under way in 1962-63. Amongst them, and delayed by the necessary re-allocation of building sites in the West Campus area, are the new building for the School of Business and the School of Social Work and the International

Centre for overseas students, which is being donated to the University by the Rotary Clubs in or near Toronto. Such a Centre, serving as a point of contact with the outside community as well as the numerous campus organizations and activities, will do much to give a truer and more favourable impression of Canada and Canadian life than is now being given to those important young people from other countries who have come long distances to study here and many of whom will return to their native lands to assume responsible positions in public life. It is our hope that designation of new sites will soon permit the architects for both of these projects to resume the preparation of plans and working drawings.

## **Capital Financing**

The accompanying Balance Sheet shows that capital funds on hand, to be expended on the building programme, including funds available for both specific and general purposes, increased from \$7,417,968 a year ago to \$12,005,696 at June 30th, 1963, despite capital expenditures during the year of \$9,568,269. (Statement 6.)

This improvement was largely the result of recoveries of capital funds spent in the previous year. Proceeds of sale of the Royal Conservatory of Music property at College Street and University Avenue for \$2,500,000 were received during the year, when the buildings were vacated, but these funds had already been spent in the previous year on new facilities for music, in the Edward Johnson Building and in the old Economics Building on Bloor Street. Canada Council grants for Sidney Smith Hall (Arts and Science) and the Edward Johnson Building (Music) also reimbursed us for approximately \$1,100,000 spent in the previous year.

In 1963, a magnificent grant of \$2,000,000 (U.S.) was received from the Ford Foundation, of which \$1,037,500 (Canadian) was designated for capital purposes in the Faculty of Applied Science and Engineering.

A further instalment of \$240,000 was also received from the Corporation of Metropolitan Toronto—the third of ten such amounts promised for the construction of a building for the School of Business and the School of Social Work.

Capital funds on hand at June 30th, 1963, together with assured minimum Provincial capital grants for the next two years and other capital funds falling due within that period, were sufficient to cover the cost of completing projects already under construction or about to be started, but in the next few years projected expenditures are considerably greater than assured capital receipts and it appears possible that if the expansion programme is to be maintained, an arrangement for capital borrowing may be necessary before June 30th, 1965.

*(Continued on page 54)*

**Statement 1****University****BALANCE SHEET**  
**(with comparative figures)****ASSETS****I Current Operating Funds**

	June 30	
	1963	1962
Cash	\$ 641,427	\$ 409,471
Due from trust and endowment funds (per contra)	389,113	377,857
Due from capital funds (per contra)		90,087
Investments—see note 2 (market value \$1,701,006 in 1963 and \$754,430 in 1962)	1,699,686	755,648
	\$ 2,730,226	\$ 1,633,063
Accounts receivable:		
Fees and residence dues	\$ 3,143	\$ 3,885
Due from subsidiary organizations	91,317	30,064
Other accounts receivable and recoverable expenditures	736,585	433,967
	\$ 831,045	\$ 467,916
Stores and supplies	\$ 239,489	\$ 186,699
Prepaid and deferred expenses	\$ 164,580	\$ 247,248
	\$ 3,965,340	\$ 2,534,926

**II Capital Funds**

Cash	\$ 95,115	\$ 45,143
Special funds on deposit for capital purposes	\$ 5,500,778	\$ 3,789,574
Due from current operating funds (per contra)	\$ 6,903	
Investments held for building programme purposes—see note 2 (market value \$6,352,294 in 1963 and \$3,607,384 in 1962)	\$ 6,323,064	\$ 3,682,520
Land, buildings and equipment—substantially at cost	\$74,912,028	\$69,715,509
Sites for Erindale and Scarborough colleges—at cost	1,010,535	
Construction in progress—at cost	11,516,552	8,450,147
Leased properties—at book values	595,359	595,359
	\$88,034,474	\$78,761,015
Discount on debentures—less amount written off	\$ 778,127	\$ 905,806
Cash and investments held for sinking funds:		
Cash	\$ 7,981	\$ 28,310
Investments—see note 2 (market value \$10,087,567 in 1963 and \$8,131,016 in 1962)	10,269,786	8,705,311
	\$10,277,767	\$ 8,733,621
	\$111,016,228	\$95,917,679

**JUNE 30, 1963**  
 at June 30, 1962)

**LIABILITIES****I Current Operating Funds**

	June 30	
	1963	1962
Accounts payable and accrued charges	\$ 1,412,811	\$ 898,830
Due to subsidiary organizations	418,793	255,629
Due to capital funds (per contra)	6,903	
	<hr/> \$ 1,838,507	<hr/> \$ 1,154,459
Unearned income and fees paid in advance	\$ 562,194	\$ 441,236
Appropriation for the funding of supplementary pensions	518,000	
Appropriation for major maintenance and renovations	691,589	672,348
Operating departments' reserves	80,088	81,456
Unexpended appropriations	120,592	91,296
Net income carried forward—statement 2	154,370	94,131
	<hr/> \$ 2,126,833	<hr/> \$ 1,380,467
	<hr/> <hr/> \$ 3,965,340	<hr/> <hr/> \$ 2,534,926

**II Capital Funds**

Due to current operating fund (per contra)	\$ 90,087
Construction accounts payable and holdbacks	\$ 1,385,012
Mortgage payable	7,500
3½% debentures due April 15, 1969	11,500,000
3% debentures due August 15, 1970	7,500,000
Total liabilities on capital account	<hr/> \$20,392,512
Trust funds to be expended on building programme—statement 6:	<hr/> \$20,517,639
For general purposes	9,388,989
For specific purposes	2,616,707
General endowment in capital assets—statement 6	78,618,020
	<hr/> <hr/> \$111,016,228
	<hr/> <hr/> \$95,917,679

# **BALANCE SHEET**

**(with comparative figures)**

## **ASSETS**

### **III Trust and Endowment Funds**

	June 30	
	1963	1962
Trust fund assets:		
Cash	\$ 608,894	\$ 622,501
Student loans receivable	236,897	213,813
Investments—see note 2		
Pooled investments held for endowed funds (market value \$8,277,424 in 1963 and \$7,659,728 in 1962)	*8,687,347	8,414,804
Investments held for specific endowed funds	*13,480,171	11,980,873
Pooled investments held for expendable funds less reserve of \$30,000 in 1963 (market value \$5,184,808 in 1963 and \$4,839,829 in 1962)	*5,422,817	5,289,698
Investments held for specific expendable funds	*2,368,445	1,331,784
	<u>\$30,804,571</u>	<u>\$27,853,473</u>
General endowment assets:		
Cash	\$ 54,269	\$ 47,069
Investments held for general endowment—see note 2 (market value \$1,532,646 in 1963 and \$1,406,128 in 1962)	1,582,064	1,538,264
Loans to subsidiary organizations	629,000	680,000
	<u>\$ 2,265,333</u>	<u>\$ 2,265,333</u>
Assets held in safekeeping for subsidiary organizations and others:		
Cash	\$ 8,424	\$ 8,408
Investments	9,638,268	9,700,433
	<u>\$ 9,646,692</u>	<u>\$ 9,708,841</u>
	<u>\$42,716,596</u>	<u>\$39,827,647</u>

\*Pooled investments held for trust funds and investments held for specific trust funds were segregated as at July 1, 1962 into endowed and expendable categories. The June 30, 1962 comparative figures shown above reflect this segregation.

**JUNE 30, 1963**

at June 30, 1962)

**LIABILITIES****III Trust and Endowment Funds**

## Trust fund liabilities:

Endowed faculty and departmental funds for specific operating purposes (including funds acting as endowments)—statement 4

Endowed funds for student awards, lectureships, research, etc.—statement 4

	June 30	
	1963	1962
Expendable funds, including income on endowed funds, available for student awards, lectureships, research, pension funds, etc.—statement 4	\$ 8,012,972	\$ 8,013,231
Due to current operating funds (per contra)	13,333,848	11,697,117
	<hr/>	<hr/>
	\$21,346,820	\$19,710,348
General endowment—statement 4	9,068,638	7,765,268
	<hr/>	<hr/>
	\$30,415,458	\$27,475,616
	389,113	377,857
	<hr/>	<hr/>
	\$30,804,571	\$27,853,473
Liability for assets held in safekeeping	\$ 2,265,333	\$ 2,265,333
	<hr/>	<hr/>
	\$ 9,646,692	\$ 9,708,841
	<hr/>	<hr/>
	\$42,716,596	\$39,827,647
	<hr/>	<hr/>

# AUDITOR'S REPORT

*To the Governors of the*  
UNIVERSITY OF TORONTO:

We have examined the balance sheet of the University of Toronto as at June 30, 1963 and the statement of current operating income and expense and income carried forward, summary of capital funds and summary of trust and endowment funds for the year ended on that date. Our examination included a general review of the accounting procedures and such tests of accounting records and other supporting evidence as we considered necessary in the circumstances.

In note 2 to the financial statements reference is made to the basis of establishing the carrying value of bonds and debentures acquired as a result of re-investment of the proceeds from sale of other securities. While this practice is not in common use and therefore cannot be said to be a generally accepted accounting practice, we consider it appropriate in the circumstances.

With this explanation we report that in our opinion the accompanying balance sheet, statement of current operating income and expense and income carried forward, summary of capital funds and summary of trust and endowment funds, read in conjunction with the notes thereto, present fairly the financial position of the University as at June 30, 1963 and the results of its operations for the year ended on that date.

CLARKSON, GORDON & Co.  
Chartered Accountants.

Toronto, Canada,  
October 28, 1963.

# NOTES

UNIVERSITY OF TORONTO: Notes to Financial Statements, year ended June 30, 1963:

**1** The financial statements do not include the income or expense of the following subsidiary organizations, nor their assets and liabilities (except to the extent that the buildings used by certain of these organizations are included in the capital funds section of the balance sheet and securities owned by them are held for safekeeping):

Connaught Medical Research Laboratories  
Hart House  
Ontario College of Education  
Royal Conservatory of Music  
of Toronto  
Scientific Development Committee  
(including the Insulin Committee)  
Students' Administrative Council  
University of Toronto Athletic  
Association  
University of Toronto Press  
University of Toronto Women's  
Athletic Association

**2** Investments owned by the University are shown on the balance sheet at amortized cost plus accrued interest, with the following exceptions:

In the case of \$419,236 of investments held in an investment pool for building programme purposes, which were formerly held specifically for certain of the building trust funds, cost is taken as market value at June 30, 1958, the date at which these investments were pooled.

Where pooled trust fund or general endowment investments are sold to permit re-investment in other approved securities, cost of the securities purchased is deemed to include the difference between book value and selling price of the securities sold. The latter difference is amortized according to the maturity dates of the securities sold.

Certain investments held for specific trusts are shown at amortized cost or values assigned at acquisition.

Investments held for sinking fund include \$2,015,000 par value of University of Toronto debentures at a book value of \$1,922,136.

**3** The cost of acquisition of new properties and of construction and initial equipping of new or rehabilitated buildings (which amounted to \$9,622,436 in 1963 and \$11,104,927 in 1962) has been added to fixed asset accounts under capital fund assets. In accordance with the University's normal practice, the statement of current operating income and expense does not include a charge for depreciation of capital assets, but it does include charges for replacement or additional equipment for other than new or rehabilitated buildings.

**4** The estimated cost to complete buildings under construction at June 30, 1963 or started subsequently, including equipment appropriations therefor and possible additional contract costs, is \$13,360,000.

**STATEMENT OF CURRENT OPERATING INCOME**  
**YEAR ENDED**  
**(with comparative figures for**

**INCOME**

	Year ended June 30, 1963			Year ended June 30, 1962		
	\$	\$	%	\$	\$	%
Student fees		5,410,287	18.8		5,063,813	20.1
Endowment income from:						
—general endowment	91,204			88,480		
—endowed trust funds for specific purposes	372,453	463,657	1.6	415,840	504,320	2.0
Government grants for specific operating purposes	154,761			185,256		
Gifts for operating purposes	91,525	246,286	0.8	98,651	283,907	1.1
Interest and rentals from proceeds of 1969 "West Campus" debentures	48,812			114,284		
Other interest and rentals	223,035	271,847	0.9	168,511	282,795	1.1
Miscellaneous		163,550	0.6		166,346	0.7
Residences and other ancillary departments		777,335	2.7		622,752	2.5
Revenues from services to outside organizations		793,264	2.8		676,025	2.7
		8,126,226	28.2		7,599,958	30.2
Government grants for general operating purposes—Federal University grants		3,753,469	13.1		2,918,783	11.5
Province of Ontario (including statutory grant of \$507,000)		11,800,000	41.1		10,500,000	41.6
Province of Ontario grant for graduate purposes (less \$1,930 carried to 1963-64)		58,070	0.2			
		23,737,765	82.6		21,018,741	83.3
Grants and gifts for assisted research		4,990,419	17.4		4,216,594	16.7
		28,728,184	100.0		25,235,335	100.0

**AND EXPENSE AND INCOME CARRIED FORWARD  
JUNE 30, 1963  
the year ended June 30, 1962)**

**EXPENSE**

	Year ended June 30, 1963		Year ended June 30, 1962	
	\$	\$	\$	\$
		%		%
Academic—statement 3	15,942,963	56.2	14,587,082	57.7
General administration	747,753	2.6	690,129	2.7
Operation and maintenance of physical plant	2,866,584	10.1	2,647,801	10.5
Information, publications, Alumni affairs, etc.	346,168	1.2	350,118	1.4
Student assistance	131,028	0.5	130,431	0.5
Miscellaneous	324,374	1.2	285,947	1.1
Residences and other ancillary departments (including building costs)	799,834	2.8	679,280	2.7
Total University operating expense	21,158,704	74.6	19,370,788	76.6
Interest on 1969 debentures	402,500		402,500	
Interest and discount on 1970 debentures	235,714	2.3	235,714	638,214
Appropriation for funding of supplementary pensions	518,000	1.8		
Royal Ontario Museum (including building expenses, less direct income)	1,062,608	3.7	1,059,374	4.2
Assisted research	23,377,526	82.4	21,068,376	83.3
	4,990,419	17.6	4,216,594	16.7
	<u>28,367,945</u>	<u>100.0</u>	<u>25,284,970</u>	<u>100.0</u>
Net income or (deficit) for the year before the following appropriation for major maintenance and renovations	360,239		(49,635)	
	<u>300,000</u>		<u>200,000</u>	
Net income or (deficit) for the year	60,239		(249,635)	
Net income carried forward from prior year	94,131		343,766	
Net income carried forward to following year	154,370		<u>94,131</u>	

**Statement 3****University**

**ACADEMIC**  
**YEAR ENDED**  
**(with comparative total figures)**

	Salaries and wages	Pension costs	Equipment and apparatus
University College	\$ 746,518	\$39,915	\$ 3,851
New College	30,467	667	1,214
Faculty of Arts and Science	4,247,685	183,480	62,493
Faculty of Applied Science and Engineering	1,648,011	73,774	63,292
School of Architecture	252,272	13,705	1,751
School of Business	156,981	7,535	860
Institute of Child Study	168,356	10,627	2,524
Faculty of Dentistry	824,904	31,344	6,077
Faculty of Forestry	132,565	6,877	3,387
School of Graduate Studies	49,513	4,433	1,919
Faculty of Household Science	146,024	9,833	1,729
School of Hygiene	363,142	21,310	3,056
Faculty of Law	194,377	8,491	14,386
Faculty of Medicine	1,611,340	74,732	27,269
Faculty of Music	224,738	7,921	12,765
School of Nursing	157,812	8,885	472
Faculty of Pharmacy	168,525	7,974	13,449
School of Physical and Health Education	86,973	1,551	1,169
School of Social Work	224,453	14,232	1,899
Division of University Extension	497,584	8,813	3,779
Department of Athletics and Physical Education—			
Men	43,004	3,993	621
Women	72,518	3,677	553
Library	811,848	26,637	336,193
Banting and Best Department of Medical Research	230,832	15,606	14,906
Institute of Computer Science	80,592	1,563	18,358
University Research			
Moving expenses—new academic staff			
Travelling expenses—academic staff			
Examination supplies			
Total academic expenses	<u>\$13,171,034</u>	<u>\$587,575</u>	<u>\$597,972</u>

\*For 1962-63 the expenses of these three divisions and the Athletic Association were re-allocated to effect a more equitable division of costs.

## EXPENSE

**JUNE 30, 1963**  
**for the year ended June 30, 1962)**

Materials and supplies	Miscel- laneous and general	Total expenses	Comparative 1962 total expenses	Assisted research expenditures	
				Year ended June 30, 1963	Year ended June 30, 1962
\$ 4,082	\$ 8,397	\$ 802,763	\$ 739,524		
614	801	33,763			
199,935	27,012	4,720,605	4,319,799	\$1,362,123	\$1,003,953
89,785	21,922	1,896,784	1,830,204	759,831	728,302
8,948	1,675	278,351	272,348	5,997	364
5,051	7,892	178,319	164,099	90	
6,352	5,147	193,006	181,138	59,020	52,769
133,809	72,796	1,068,930	898,301	95,705	81,069
6,630	15,307	164,766	155,114	13,731	11,514
8,521	77,315	141,701	123,301		
9,148		166,734	162,200	7,087	6,781
13,713	2,767	403,988	387,984	251,456	241,267
3,591	4,483	225,328	202,877		
104,399	40,746	1,858,486	1,722,891	2,044,954	1,788,555
7,070	52,734	305,228	268,415		
3,278	1,443	171,890	170,398	10,290	8,711
22,944	3,909	216,801	202,266	32,137	19,589
3,122	7,239	100,054*	38,087	17,159	11,058
6,453	11,111	258,148	251,503	66,689	35,060
7,043	108,148	625,367	565,901		
3,089	27,656	78,363*	88,112		
2,368		79,116*	87,544		
44,315	7,291	1,226,284	1,044,718	766	1,250
47,054	14,155	322,553	332,634	263,384	226,352
13,630	37,917	152,060	135,333		
	188,400	188,400	158,400		
	25,382	25,382	26,370		
	48,372	48,372	48,541		
11,421		11,421	9,080		
\$766,365	\$820,017	\$15,942,963	\$14,587,082	\$4,990,419	\$4,216,594

## SUMMARY OF TRUST YEAR ENDED

### **Endowed Funds**

	Balance June 30, 1962	Bene- factions	Net transfers and other additions and (deletions)	Balance June 30, 1963
<b>Trust Funds</b>				
Scholarships, fellowships, prizes, bur- saries, loan and composite funds—				
Endowed funds	\$ 3,532,722	\$629,342	\$ 10,350	\$ 4,172,414
Non-endowed funds				
Lectureships—				
Endowed funds	163,230			163,230
Non-endowed funds				
Departmental funds—				
Endowed funds	1,516,995	1,434	(5,604)	1,512,825
Non-endowed funds				
Research funds—				
Endowed funds	6,207,022		1,001,209*	7,208,231
Non-endowed funds				
Miscellaneous funds—				
Endowed funds	277,148			277,148
Non-endowed funds				
Pension funds—non-endowed funds				
Sub totals—endowed funds	\$11,697,117	\$630,776	\$1,005,955	\$13,333,848
—non-endowed funds				
Faculty and departmental endowments	8,013,231		(259)	8,012,972
Totals—Endowed funds	\$19,710,348	\$630,776	\$1,005,696	\$21,346,820
—Non-endowed funds				
	<u>\$19,710,348</u>	<u>\$630,776</u>	<u>\$1,005,696</u>	<u>\$21,346,820</u>
<b>General Endowment</b>	<u><u>\$ 2,265,333</u></u>			<u><u>\$ 2,265,333</u></u>

\*Includes \$1,000,000 transferred from safekeeping funds to The Connaught Trust Endowment Fund.

## AND ENDOWMENT FUNDS

JUNE 30, 1963

## Expendable Funds

Balance June 30, 1962	Benefactions	Income earned during the year	Net transfers and other additions and (deletions)	Disbursements	Balance June 30, 1963
\$ 363,260 1,060,768	\$ 3,682 678,283	\$ 169,799 26,950	\$ (85,304) 86,435	\$ 125,312 693,771	\$ 326,125 1,158,665
19,233 16,159	350 15,500	7,530 58	201 1,419	8,604 15,587	18,710 17,549
107,213 1,736,113	1,730,348	77,012 53,216	(53,481) 192,853	12,387 702,919	118,357 3,009,611
84,405 2,733,416	3,850,655	286,821 36,292	(81,747) 124,695	193,048 3,844,346	96,431 2,900,712
3,254 571,062 880,170	129,123	10,312 22,748 31,373	(5,095) (55,787)	5,409 99,956 250,898	3,062 567,190 660,645
\$ 577,365 6,997,688 190,215	\$ 4,032 6,403,909	\$ 551,474 170,637 355,477	\$ (225,426) 349,615 (354,111)	\$ 344,760 5,607,477 5,607,477	\$ 562,685 8,314,372 191,581
\$ 767,580 6,997,688	\$ 4,032 6,403,909	\$ 906,951 170,637	\$ (579,537) 349,615	\$ 344,760 5,607,477	\$ 754,266 8,314,372
<u>\$7,765,268</u>	<u>\$6,407,941</u>	<u>\$1,077,588</u>	<u>\$ (229,922)</u>	<u>\$5,952,237</u>	<u>\$9,068,638</u>

**Statement 5****University**

Supplementary to audited statement but *not* a part thereof.

**SUMMARY OF BEQUESTS AND  
YEAR ENDED**

	SOURCE OF			
	Federal	Provincial	Municipal	Corporations and Industry
Scholarships, Fellowships, and Prizes—				
—Endowment Funds	\$ 23,656	\$ 1,542	\$ 2,400	\$ 750
—Expendable Funds				210,546
Bursaries—				
—Endowment Funds	..	3,500	..	12,500
—Expendable Funds				
Loan Funds—				
—Endowment Funds	..	..	..	..
—Expendable Funds				
Composite Funds—				
—Endowment Funds	..	..	..	..
—Expendable Funds				
Lectureships—				
—Endowment Funds	..	..	..	..
—Expendable Funds				500
Departmental Funds—				
—Endowment Funds	..	..	..	..
—Expendable Funds	71,750	157,848	6,000	32,803
Research Funds—				
—Endowment Funds	..	..	..	..
—Expendable Funds	3,000,015	78,991	..	188,962
Miscellaneous Funds—				
—Endowment Funds	..	..	..	..
—Expendable Funds				
Sinking Funds—				
—Expendable Funds	..	1,075,000	..	..
Building Funds—				
—Endowment Funds	1,351,209	7,026,512	240,000	..
Total Endowment Funds	..	..	..	\$750
Total Expendable Funds	\$4,446,630	\$8,343,393	\$248,400	\$445,311

**GOVERNMENT CAPITAL GRANTS**  
**JUNE 30, 1963**

Supplementary to audited statement but *not* a part thereof.

## FUND\$

Associations and Foundations	Individuals and Estates	Joint Funds	Other	Endowment Funds	TOTAL	Expendable Funds
\$ 12,891 99,012	\$597,557 160,710	.. 250	\$ 7,479 31,706	\$618,677 ..	\$ 529,822	
.. 71,114	5,000 16,628	.. 7,500	2,600 19,866	7,600 ..	.. 131,108	
1,000 5,038	1,074 ..	.. ..	20 497	2,094 ..	.. 5,535	
.. 15,500	.. ..	.. ..	971 ..	971 ..	.. 15,500	
.. 350	.. ..	.. ..	15,000	.. ..	.. 15,850	
1,239,302	969 60,509	.. 130,719	465 31,417	1,434 ..	.. 1,730,348	
904,733	74,455	.. 1,004	562,350	.. ..	.. 4,810,510	
68,216	60,800	.. 107	.. ..	.. ..	.. 129,123	
.. ..	.. ..	.. ..	.. ..	.. ..	.. 1,075,000	
1,081,750	.. ..	1,652,619	.. ..	.. ..	.. 11,352,090	
\$13,891 \$3,485,015	\$604,600 \$373,102	.. \$1,792,199	\$11,535 \$660,836	\$630,776 ..	.. \$19,794,886	
Total Benefactions ..				.. ..	.. \$20,425,662	

## Statement 6

## University SUMMARY OF YEAR ENDED

### Trust Funds to Be Expended on Building Programme

	Trust funds for general programme	Trust funds for specific programmes	Total
Balance of funds June 30, 1962	\$ 5,457,057	\$1,960,911	\$ 7,417,968
Add:			
Grants and payments on account of grants—			
Provincial Government grants for:			
New construction	\$ 6,025,000		\$ 6,025,000
New campuses	1,000,000		1,000,000
Adjustment of payment to York University National Research Council grant for computer		\$1,000,000	1,000,000
50,000			50,000
Canada Council grants for Arts and Music Buildings and University College Library			
Metropolitan Toronto grant for School of Business and School of Social Work		1,290,625	1,290,625
240,000			240,000
University's share of distributions from the National Fund for the University of Toronto	1,585,500		1,585,500
Grants from the Ford Foundation for engineer- ing buildings and equipment		1,030,750	1,030,750
Other benefactions		130,215	130,215
	\$ 8,610,500	\$3,741,590	\$12,352,090
	119,601	75,031	194,632
Income from capital funds investments			
Proceeds on sale of Royal Conservatory of Music property (less expenses of \$7,525)		2,492,475	2,492,475
Institute of Computer Science revenue		98,225	98,225
Transfer from trust funds for—			
Sir Daniel Wilson residence		13,000	13,000
Faculty of Music — Piano Purchase Fund		21,167	21,167
Funds available through amortization against operating income of discount on 1970 de- bentures	10,714		10,714
	\$ 8,740,815	\$6,441,488	\$15,182,303
	\$14,197,872	\$8,402,399	\$22,600,271
Deduct:			
Transfer to trust funds of proceeds from sale of research equipment		\$ 15,990	\$ 15,990
Refund to Provincial Government of unex- pended portion of grant for addition to Ontario College of Education		10,316	10,316
Payment to York University		1,000,000	1,000,000
	\$1,026,306		\$ 1,026,306
	\$14,197,872	\$7,376,093	\$21,573,965
Transfer to general endowment in capital assets of an amount equal to disbursements on new building construction, etc., during the year	4,808,883	4,759,386	9,568,269
Balance of funds June 30, 1963	\$ 9,388,989	\$2,616,707	\$12,005,696

**of Toronto  
CAPITAL FUNDS  
JUNE 30, 1963**

#### **Statement 6**

## **General Endowment in Capital Assets**

Balance June 30, 1962 \$67,982,072

Add:

Trust funds and grants applied against construction of buildings and purchase of properties and equipment during the year  
Less cost of property sold

\$9,568,269  
348,789 9,219,480

Additions to endowment resulting from provisions for sinking funds for retirement of debentures—

Debentures maturing in	
1970	1969
\$275,000	\$ 800,000
225,548	243,599
\$500,548	\$1,043,599
10,714	116,965
\$489,834	\$ 926,634
	1,416,468
	\$78,618,020

Balance June 30, 1963

## **Operating Results — 1962-63**

Although the budget had indicated a deficit of \$286,779, the final outcome for the year was very much more satisfactory than this expectation. As a consequence of the larger increase in student enrolment than expected, income from student fees and Federal Government grants exceeded the budget. In the usual pattern, there were unspent appropriations, especially for academic staff positions which could not be filled, and there were other improvements in revenue and savings on expenditures. Sufficient operating income remained to permit an appropriation of \$300,000 for major maintenance and renovation of buildings and equipment, and an initial provision of \$518,000 toward the cost of funding supplementary pensions and to leave an unallocated net income of \$60,239 for the year.

Pensions for retiring members of the staff are, in many cases, inadequate and improvements in the pension plan are under consideration. It appears probable that the amounts required for the funding of supplementary pension costs will be not less than \$518,000 per year for at least ten years.

Federal grants in 1961-62, based on a per capita contribution of \$1.50 by the Canadian Government, amounted to \$292 per student in Ontario universities. Since that time, student population has grown more rapidly than the total population of the Province, and the average grant per student in 1962-63 would have fallen to \$270 had the Government's rate of contribution not been raised by one-third, from \$1.50 to \$2.00 per capita. On this new \$2.00 basis, the grant amounted to \$360 per eligible student in the Province.

Our own Federal grant income includes portions of the grants in respect of Arts and Science students enrolled in the three Federated Universities—St. Michael's, Trinity and Victoria—and students in the Ontario College of Education; on the other hand, there are some 700 persons in "diploma" rather than "degree" courses, and 4,300 others on less than a "full-time" basis, for whom no Federal grants are received. Income from Federal grants—\$3,753,469—was more than \$800,000 higher than last year, and it represented 13% of our total revenue.

Provincial operating grants also increased by \$1,500,000 to \$11,800,000, and a supplementary grant of \$60,000 was received for acceleration of our "graduate" programme, of which \$58,070 was used before June 30th and the balance carried forward to 1963-64.

Special funds received and used for "assisted research" accounted for 17.6% of total income—an increase from 15.2% last year and 13.9% two years ago.

The balance of unallocated net income available at June 30th, 1963, for use in subsequent periods, was \$154,370, including the \$60,239 provided from the year's operations. A budget deficit of \$792,794 for 1963-64 may well result in a utilization of this carried-forward balance.

## **Gifts, Bequests and Grants**

A summary of the benefactions received in 1962-63 is given in Statement 5. The total of \$20,425,662, included \$630,776 to be held as endowment funds to produce usable income and \$19,794,866 in funds which are themselves "spendable".

Government grants for capital or other special purposes accounted for a large proportion of the total, but no Government operating grants were included. The Provincial capital grant of \$7,100,000 included \$1,075,000 for Sinking Fund purposes and \$6,025,000 for building construction; an additional \$1,000,000 was provided this year for acquisition of sites for Scarborough and Erindale Colleges. Federal grants included \$1,290,625 from Canada Council for specific building projects and \$3,000,015 for research, largely made up of National Research Council, Mental Health, Medical Research Council and Defence Research Board grants. As previously mentioned, the principal Municipal grant was from Metropolitan Toronto, being one-tenth of a special grant made for capital purposes.

Grants from the Ford Foundation provided \$1,037,500 for new construction, \$450,000 for fellowships and \$66,250 for departmental and other uses in Applied Science and Engineering. Other Foundation awards were directed primarily to research work.

Corporations and industry supported scholarships, fellowships and prizes to the extent of more than \$200,000, and research to a total of \$189,000. Private donors or testators showed greatest interest in scholarships and fellowships, largely in the form of endowment gifts.

The Chief Accountant of the University operates individual accounts for more than 1,800 separate trusts in order to ensure that the funds are used in accordance with the terms of each trust.

Collections in 1962-63 on pledges to our 1959 National Fund Campaign totalled \$2,156,795, and the portion of this which became available for our own use—as distinct from the amounts paid to the three Federated Universities, Victoria, Trinity, and St. Michael's—amounted to \$1,585,500. As at June 30th, 1963, pledges of \$2,843,850 were still outstanding, the larger part of this amount falling due in 1963-64.

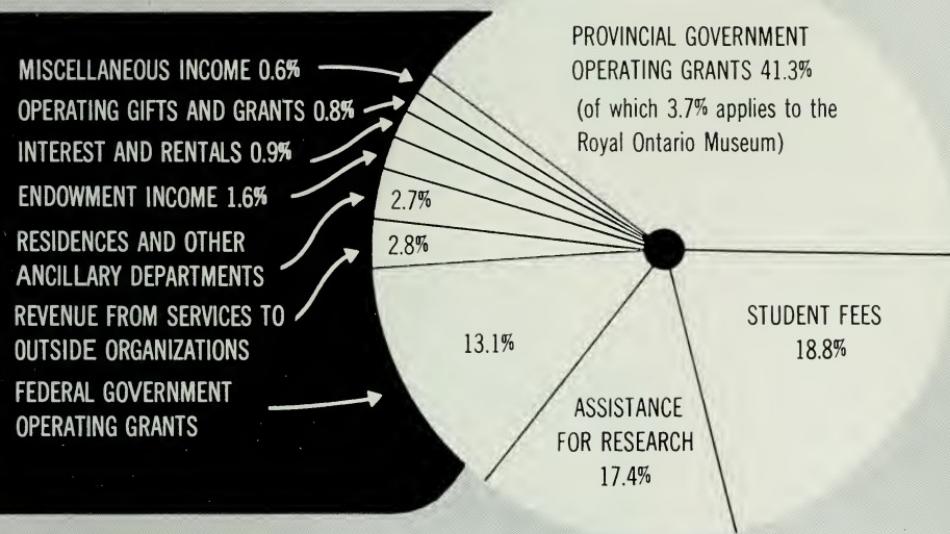
Donations to the Varsity Fund, which come principally from alumni, are usually expressed on a calendar-year basis because the campaigning is so timed, but during the fiscal year 1962-63 collections totalled \$195,000. Of this amount \$51,000 was from alumni or other supporters of Victoria or St. Michael's Universities.

A further \$45,000 was allotted to participating alumni associations within the University of Toronto itself, to permit the continuation of their individual programmes on a basis similar to that in effect before they dropped

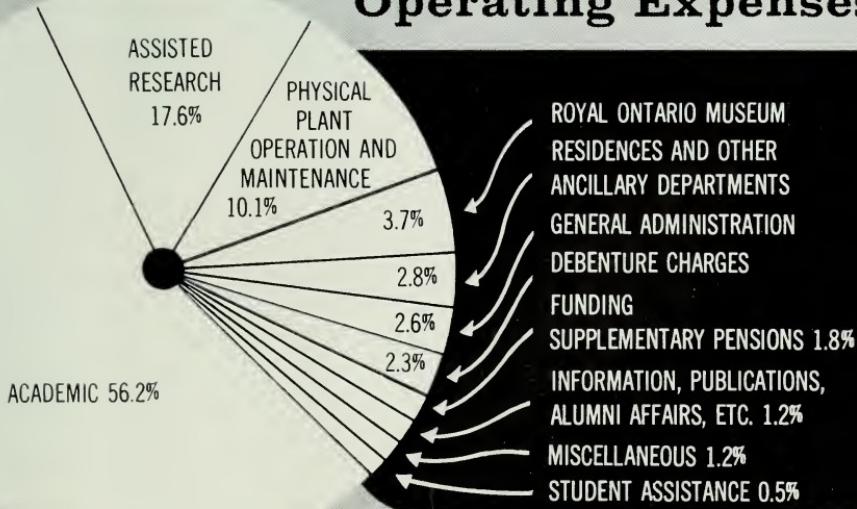
their own separate fund-raising campaigns. From the balance, special appropriations were made, on the recommendation of the President and authority of the Board of Governors for special non-continuing projects. These have included paintings for the Hart House collection, sculpture for Sidney Smith Hall, establishment of National Admission Scholarships for students from all parts of Canada, research for the preservation of shade trees, a special dental research project, a "student exchange" with Finland, creation of a new position—"Overseas Student Adviser", and a variety of others. These items have been described as the salt and pepper which add interest and excitement to an otherwise austere menu. Dollar for dollar, they do have disproportionately favourable effects and we take this opportunity to thank all who are supporting the Fund—and to express the hope that their good example will be followed by many more!

FRANK R. STONE, *Vice-President (Administration)*

# Current Operating Income 1962-63



## Current Operating Expenses





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